

Welcome to the Year 9 Parents Evening

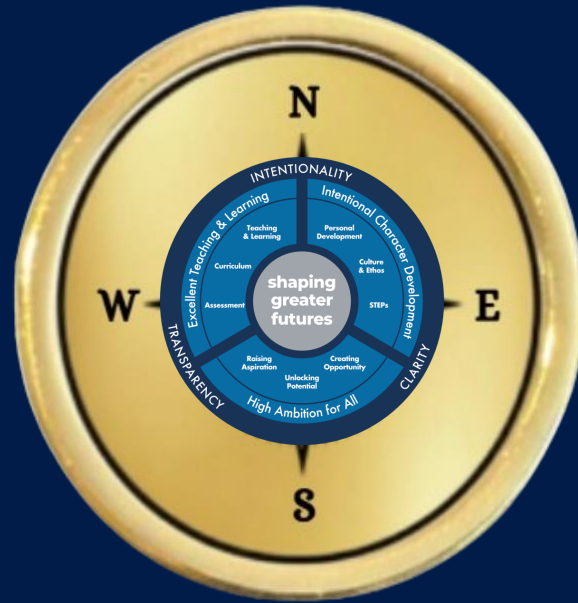


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We have built our sense of belonging for 2 years...

This year we Flourish



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This is the year where...

Habits become your...

Reality

Efforts become your...

Standards

Potential becomes your...

Outcomes

This is the year where...

Habits become your... Standards

Efforts become your... Outcomes

Potential becomes your... Reality

My Role this year

Who I am not.....

- Your tutor
- Your Head of House

Who I am...

- Your learning champion
- Chief Unlocking Potential Officer
- Your Options Oracle!

**STAR**

We sit up. We track the speaker or reader. We appreciate our classmates' ideas. We rephrase the words of the person who spoke.

**The Bs**

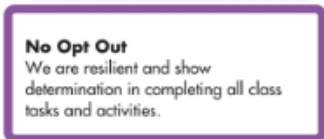
We all use the Board, our Brain, our Book, and then our Buddy before asking the teacher.

**Learning Hurdles**

We are comfortable with making errors and completing work again – we often learn more from the mistakes we make than from always getting it right.

**Do Now Activity**

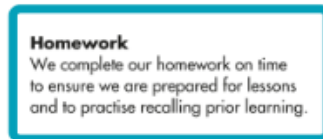
We start work on the Do Now Activity as soon as we arrive in lesson.

**No Opt Out**

We are resilient and show determination in completing all class tasks and activities.

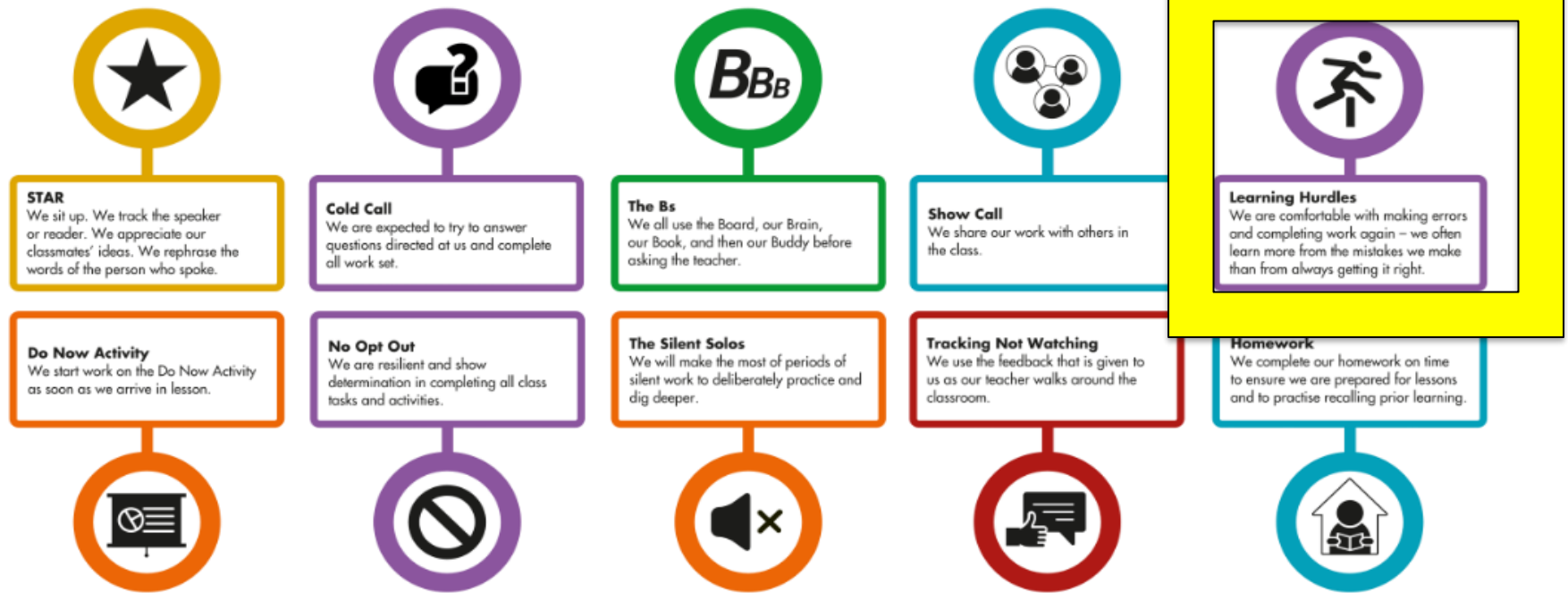
**Tracking Not Watching**

We use the feedback that is given to us as our teacher walks around the classroom.

**Homework**

We complete our homework on time to ensure we are prepared for lessons and to practise recalling prior learning.





Learning is something **you** do.



Our Year 9 Focus:

Year 9 can be a daunting year, why?

The options process can seem overwhelming.

There is a temptation to give up and only focus on subjects you will take at KS4.

Your end of Year 9 exams in the Sports Hall seem scary

This is will not happen to you, I will not let it happen to you!

Dexter got it right, time and time again!



6 Grade
9s

1 Grade
8

2 Grade
7s



Whenever I walk into your lessons, I am looking for the following...

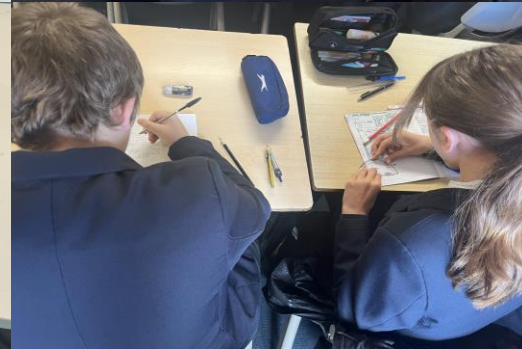
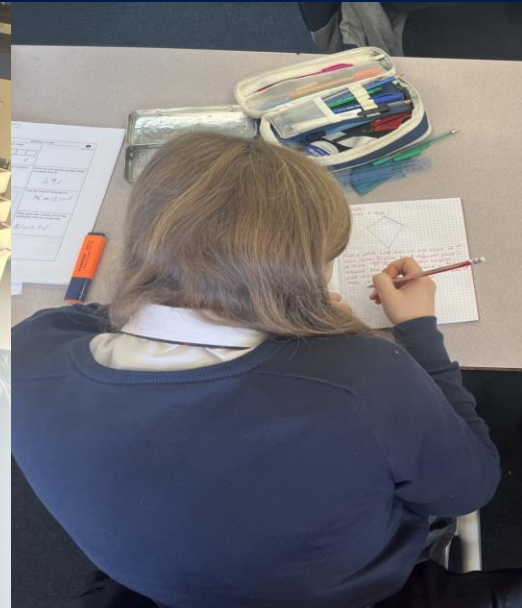
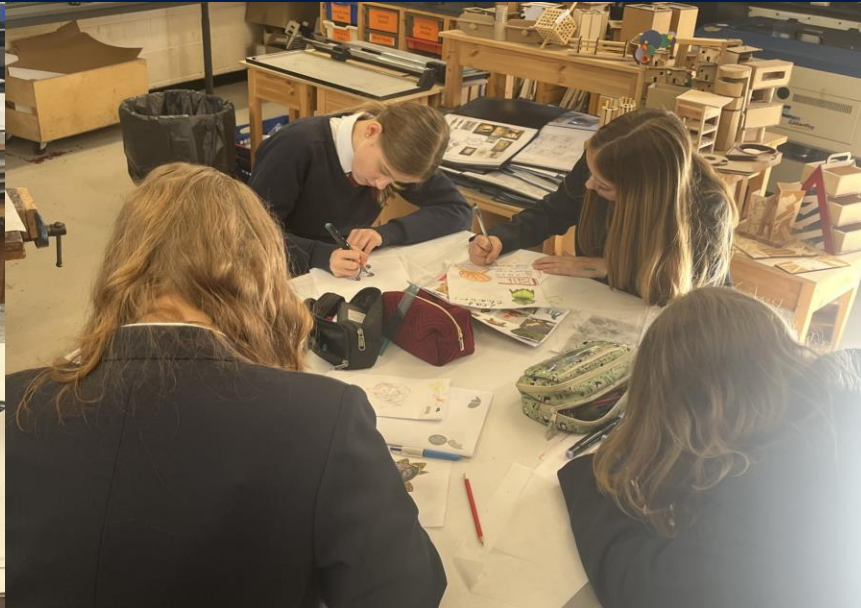




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Active Minds in Action – Year 9 Style!



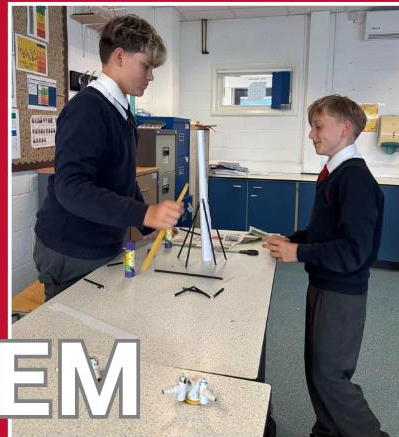
Our next 3 years...



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UPlift



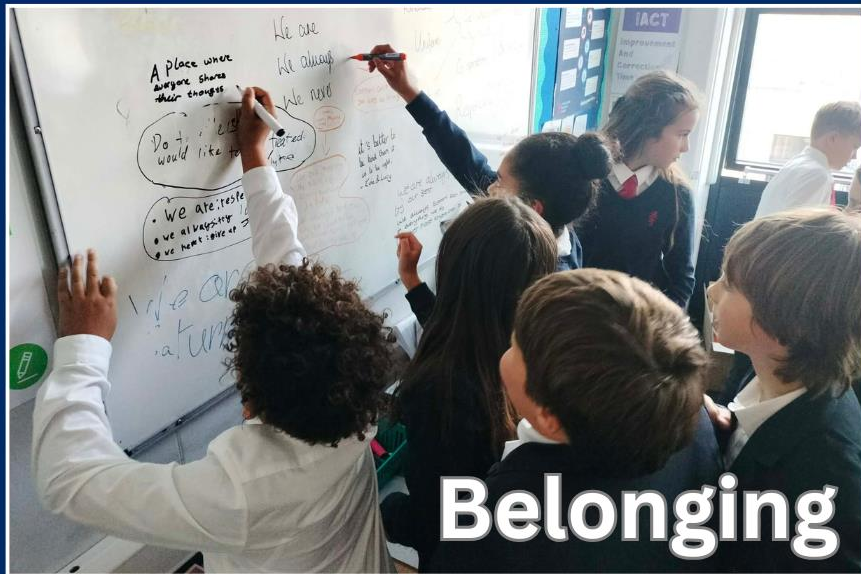




Rugby League Taster



DT Enterprise



Belonging



Transforming Futures



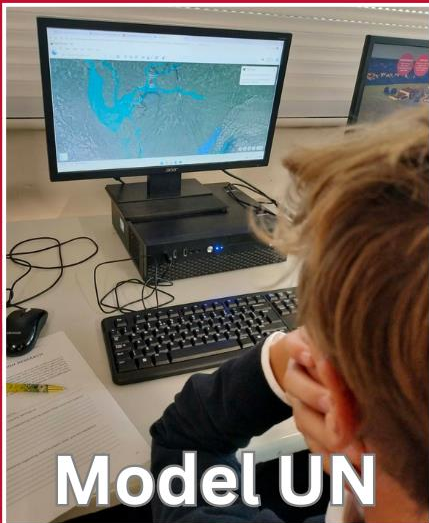
Ready



Steady



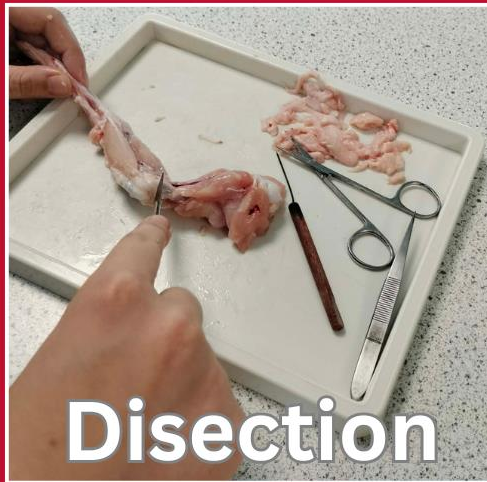
COOK!



Model UN



Podcast



Dissection



Escape Room



Chess Strategy



Uplift

When we follow the 3
simple strategies – this is
where it leads us !

Final Assembly 2026



GCSE RESULTS 2026



Strategies to deploy at home

Parents we need you



Getting into a routine at home



Involve your child

Teenagers are more likely to follow routines they've helped create. Ask for their input



Start small

Focus on a few key routines (bedtime, screen time, homework) and build from there



Use visual reminders

Weekly planner or checklist on the fridge makes routines visible and easier to follow



Getting into a routine at home



Be consistent, but flexible

Life happens – allow for changes, but return to the routine quickly



Praise Progress

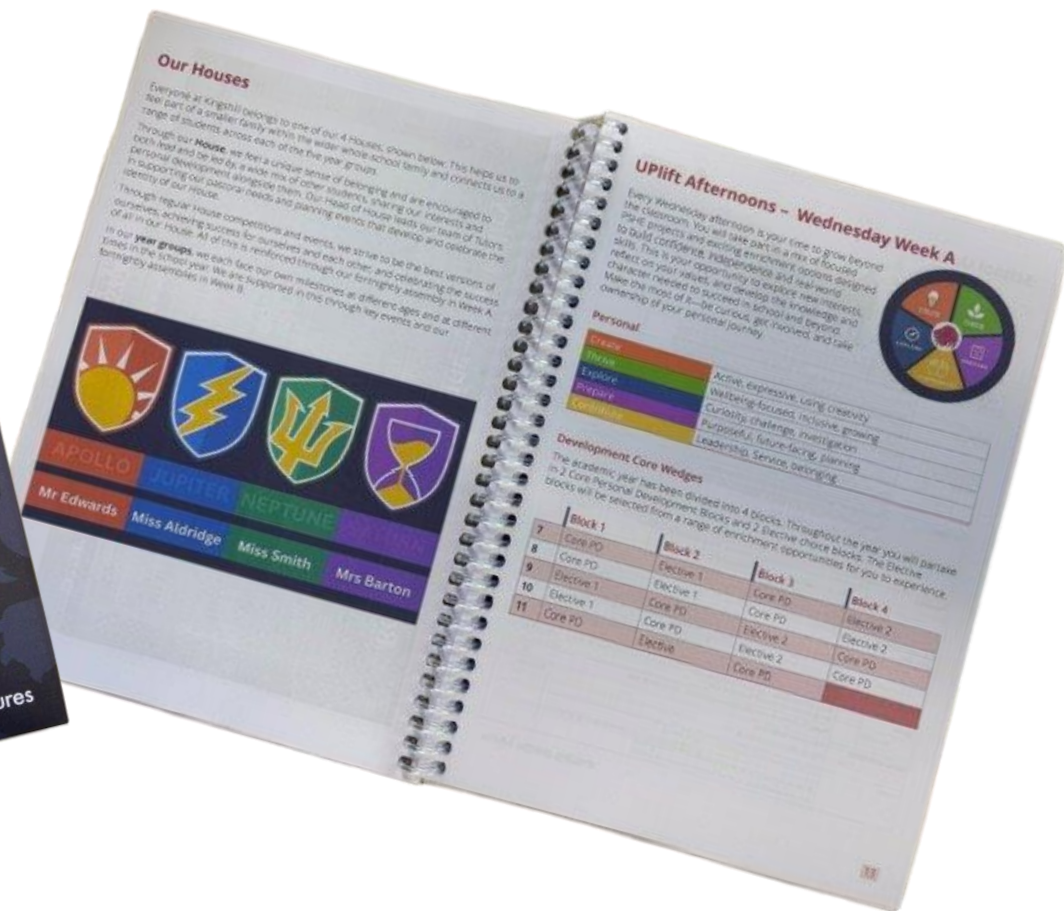
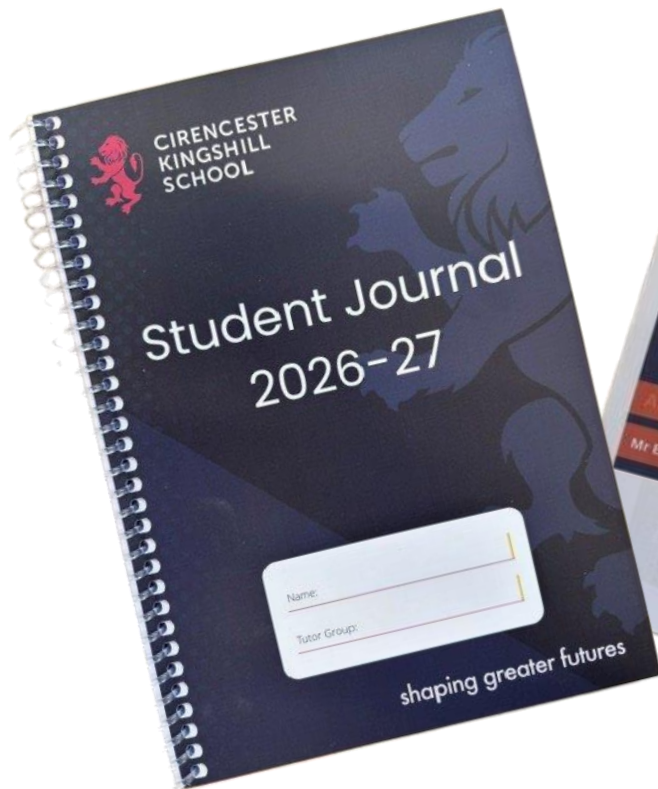
Acknowledge effort. Positive reinforcement goes a long way



Sleep, Screen and Curfews

Teenagers need 8-10 hours of sleep to focus and feel their best





Careers Convention



Careers Convention 2026 Tuesday 13th October | 6.00pm to 8.00pm Cirencester Deer Park School

Students in **Years 8 9 10 and 11** and their families
are invited to attend the annual Kingshill & Deer
Park Careers Convention.

Thinking about your future?

Come along to the **Kingshill & Deer Park Careers Convention!**

Meet employers, colleges, universities and apprenticeship providers, discover exciting career opportunities, and get the information you need to make informed choices about your future.

RESPECT

I am open-minded and
accepting of differences.
I show respect for
myself, others and
my environment.

KINDNESS

I am compassionate
and supportive
towards others.
I choose to be kind.

RESPONSIBILITY

I take ownership
of my choices.
I am trustworthy and
dependable.

PRIDE

I am proud of myself
and our school. I take
pride in learning and
I celebrate success.

AMBITION

I stretch and challenge
myself. I aspire
to achieve my goals
and my dreams.

RESILIENCE

I adapt to change
and embrace
new challenges.
I am determined.



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Options Information

- Year 9 Options Evening 17 March
- Continue with maths, English and science
- Core PE and RESPECT
- 4 subject options – GCSE and/or BTEC

A wide range of choice

Biology, Chemistry, Physics (Triple science)

French, German, Spanish

3D Design

Textiles

Food & Nutrition

Fine Art

Photography

Drama

Music

PE

History

Geography

Religious Studies

Computer Science

BTEC Enterprise

BTEC Travel & Tourism

BTEC Childcare and Development

BTEC Sport

ASDAN





CURRICULUM

/ CURRICULUM



EXAMINATIONS

YOU ARE HERE: HOME • CURRICULUM • CURRICULUM

CURRICULUM

In this section

Art and Photography

Child Development

Computing

Design and Technology

Drama

English

Enterprise

Geography

History

Maths

MFL

Music

Physical Education

PSHEE

Science



WHAT TOPICS WILL MY CHILD STUDY AND WHAT KNOWLEDGE WILL THEY HAVE AND WHAT WILL THEY BE ABLE TO DO BY THE END OF THE YEAR?

Teacher-led activities focus on guiding students through ways of developing an extended project on Natural Forms and Manmade Forms. Work includes developing skills using both traditional and more experimental approaches to drawing and painting and conducting research into different artists. Students then gather resource materials and ideas to develop a final outcome in response to a given brief. Both projects form part of the student's coursework. Students are given the opportunity to work to their strengths. Students tend to work in a broad range of media to develop a portfolio of work that best demonstrates their skills, and abilities as well as expressing their observations and ideas.

WHAT HOMEWORK WILL THEY GET?

Homework plays a vital role in the production of coursework. Students will be expected to spend significant time on the work set. This will not be every week but students should expect to spend time finishing off work started in class, producing research pages on artists, drawing, painting and potentially taking photographs. It is hoped that all students will have a range of art materials to use at home which they can purchased for a very reasonable price from the school's suppliers.

HOW WILL THEY BE ASSESSED IN ART?

Formative assessment each lesson in the form of verbal feedback takes place within the classroom between student and teacher to assess the progression of practical knowledge. This dialogue is important as it creates feedback that can focus on immediate changes for the students to make during the lesson. This allows the teacher to modify and refine student targets.

AS A PARENT, HOW CAN I HELP MY CHILD IN THIS SUBJECT?

Parents and carers can help to support students with Art, photography and Design by engaging with the homeworks and practically by having basic materials available for students to use watercolours, colour pencils, biro, pens, pencil sharpener, glue stick, scissors, pencil.

Visits to galleries, exhibitions, cinema, reading, music events feed into the student's cultural capital, adding experiential learning for students to bring into the classroom.

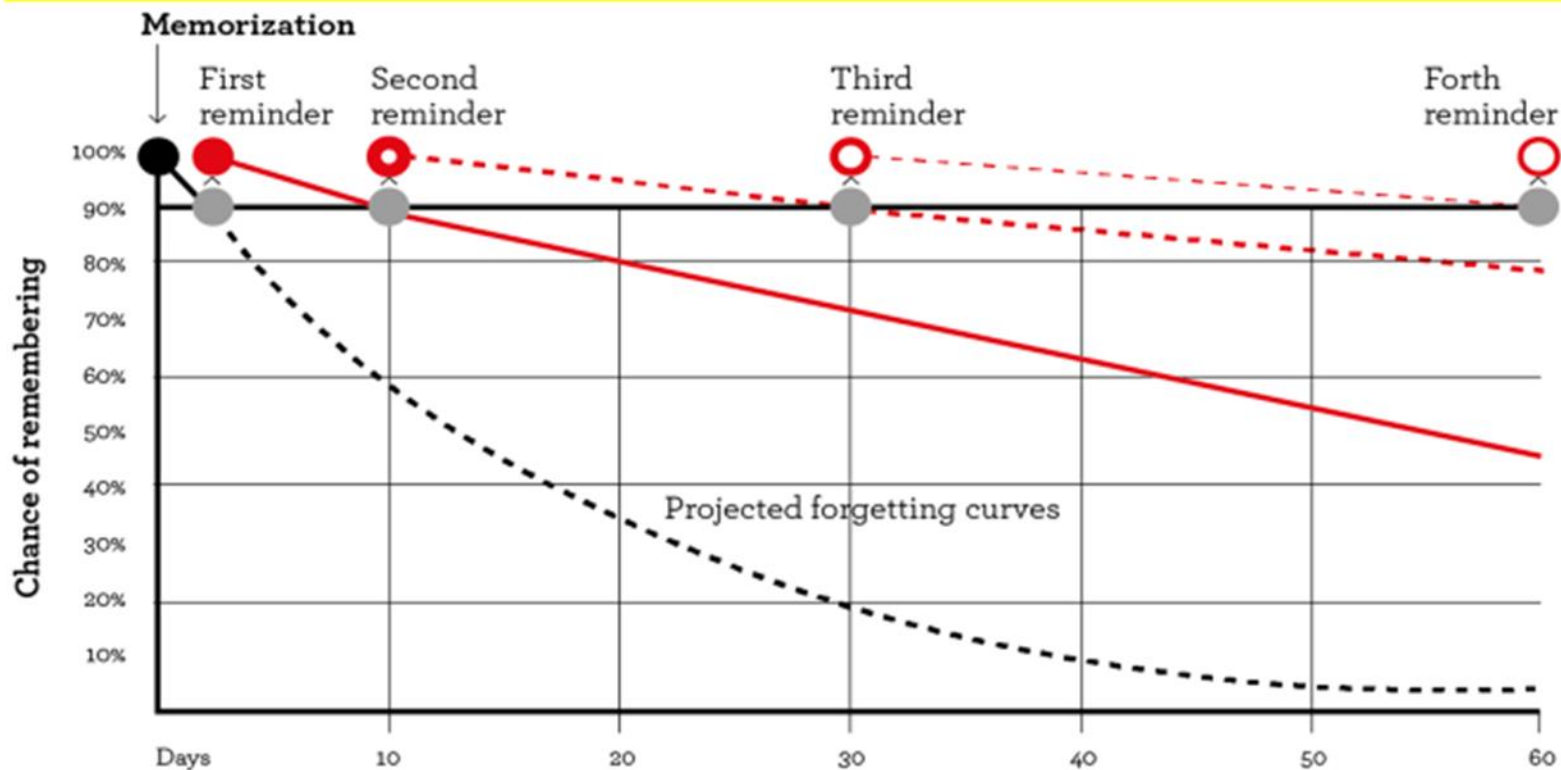
All students can benefit by practicing observational drawing by drawing from real life to improve their observational drawing skills, develop hand-eye coordination to improve independence.

WHAT OTHER OPPORTUNITIES DO THEY HAVE OUTSIDE OF THE CLASSROOM?

Art/Photography trip to Barcelona



What is the Ebbinghaus Forgetting Curve?



Subject Knowledge Organisers

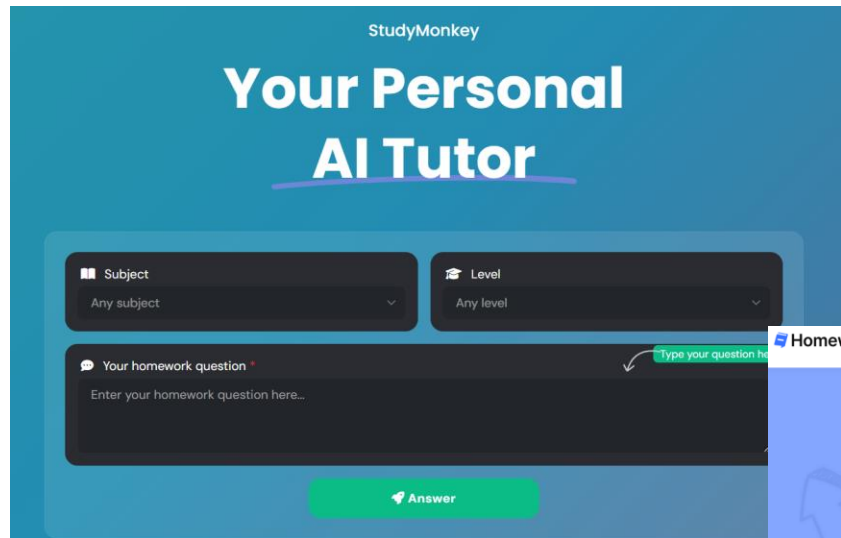


Do Now Activity –
questions to test
previous learning

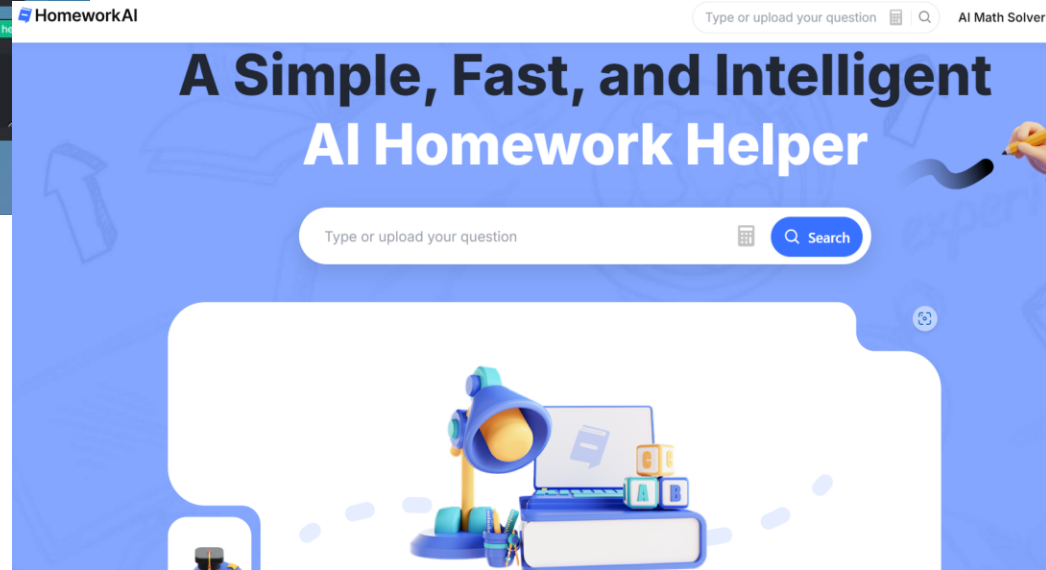


Homework –
questions to test recall
or a revision task





AI and Homework Social Media



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ACTIVE MINDS



STAR

We sit up. We track the speaker or reader. We appreciate our classmates' ideas. We rephrase the words of the person who spoke.



Cold Call

We are expected to try to answer questions directed at us and complete all work set.



The Bs

We all use the Board, our Brain, our Book, and then our Buddy before asking the teacher.



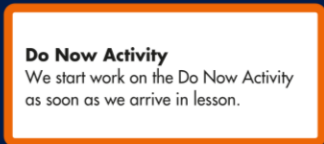
Show Call

We share our work with others in the class.



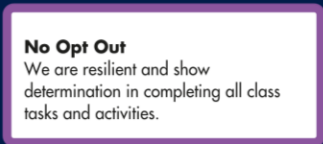
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We are comfortable with making errors and completing work again – we often learn more from the mistakes we make than from always getting it right.



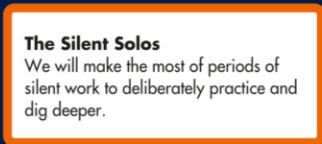
Do Now Activity

We start work on the Do Now Activity as soon as we arrive in lesson.



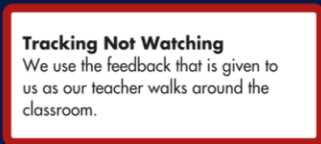
No Opt Out

We are resilient and show determination in completing all class tasks and activities.



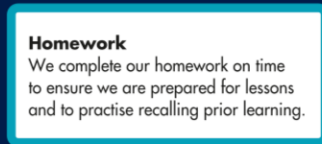
The Silent Solos

We will make the most of periods of silent work to deliberately practice and dig deeper.



Tracking Not Watching

We use the feedback that is given to us as our teacher walks around the classroom.



Homework

We complete our homework on time to ensure we are prepared for lessons and to practise recalling prior learning.



Working hard, thinking hard and remembering more



How we feedback to our students



[Staff Induction0006- Active Minds.mov](#)



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The biggest revision fail



Why highlighting and rereading
your notes/books is ineffective



Next Level Unlocked – BLURTING!



BLURTING!

Blurting helps you identify the gaps in your knowledge. Use it for each topic you need to know.

1. Pick a topic
2. Write down everything you know – **the BLURT!**
3. Compare your blurt to your knowledge organiser, textbook, exercise books, notes etc
4. Study what you missed out



Unlocking your potential:

The UP Tracker

Our STEPs linked with our UP

RESPONSIBILITY

I take ownership
of my choices.
I am trustworthy and
dependable.

behaviours

PRIDE

I am proud of myself
and our school. I take
pride in learning and
I celebrate success.

homework

AMBITION

I stretch and challenge
myself. I aspire
to achieve my goals
and my dreams.

Progress

RESILIENCE

I adapt to change
and embrace
new challenges.
I am determined.

Attendance &
punctuality

RESPECT

I am openminded and
accepting of difference.
I show respect for
myself, others and
my environment.

Active Minds

KINDNESS

I am compassionate
and supportive
towards others.
I choose to be kind.

Personal
Development

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UP Unlocking Potential



98
and above



96 to 97



93 to 95

 Between 90 – 93

 Below 90



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RESPONSIBILITY

I take ownership of my choices.
I am trustworthy and dependable.

Behaviours

PRIDE

I am proud of myself and our school. I take pride in learning and I celebrate success.

Homework

AMBITION

I stretch and challenge myself. I aspire to achieve my goals and my dreams.

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I adapt to change and embrace new challenges.
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Personal
Development



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Overall Performance		Blue
Attendance	100	Platinum
No of Lates	0	
Progress		98.7
Behaviour		99
Active Minds		94
Homework		98
Personal Development		95

Subject	Target Band	Autumn %	Spring %	Summer %	Average %	Active Minds	Homework
English	Secure (50%-69%)	50	55		53		
Maths	Developing (30%-49%)	46	46		46		
Science	Secure (50%-69%)	52	58		55		
DT	Developing (30%-49%)	40	42		41		
Art	Secure (50%-69%)	38	45		42		
Drama	Secure (50%-69%)	40	40		40		
Music	Secure (50%-69%)	40	48		44		
French	Developing (30%-49%)	52	49		51		
Geography	Secure (50%-69%)	49	55		52		
History	Secure (50%-69%)	45	50		48		
PE	Secure (50%-69%)	46	50		48		
Religious Studies	Secure (50%-69%)	50	55		53		

PLATINUM
Significantly Above
Target

BLUE
Above Target

GREEN
On Target

AMBER
Slightly Under
Target

RED
Significantly Below
Target

How we know it's working...

- UP report
- Parents' Evening – 2 February
- Email teachers, tutors and Heads of House

Thank YOU

This presentation will be
available on the school website