



**Hanley Castle High School**  
and Sixth Form Centre

# **Year 9 Information Evening**

# **Supporting your child to achieve best outcomes**

**12 October**





**WE ARE WHAT  
WE REPEATEDLY  
DO: *Excellence,*  
THEN, IS NOT  
AN ACT, BUT A  
*Habit***





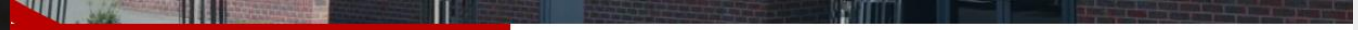
Hanley Castle High School and Sixth Form Centre

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Curriculum

Prospective Parents

Sixth Form



## Curriculum

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- English
- Mathematics
- Science
- Modern Foreign Languages
- History
- Geography

## Curriculum

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- History
- Geography
- Religion and World Views
- Business and Economics
- Citizenship / Politics



## **Key Stage 4:**

Edexcel GCSE Geography A

Physical topics: The changing landscapes of the UK, Weather hazards and climate change, Ecosystems biodiversity and management, Rivers and Coasts.

Human topics: Changing cities, global development, resource management and energy resources.

Our rationale for our choice of substantive knowledge is based around the same principals of imparting inspiration, curiosity and fascination for all our students. We want them to develop an enthusiasm for geography that will become embedded within them for their future lives and careers.



Curriculum

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Curriculum Purpose Statement

Subject termly outlines for parents

English

# Subject termly outlines for parents

On this page you

Subject					
Mathematics	year 7	year 8	year 9	year 10	year 11
English	year 7	year 8	year 9	year 10	year 11
Science	year 7	year 8			
History	year 7	year 8	year 9	year 10	year 11
Geography	year 7	year 8	year 9	year 10	year 11
French	year 7	year 8	year 9	year 10	year 11
German	year 7	year 8	year 9	year 10	year 11
Religion and World Views	year 7	year 8	year 9	year 10	
GCSE Religious Education			year 9	year 10	year 11
Art	year 7	year 8	year 9	year 10	year 11
Design and Technology (Food)	year 7	year 8	year 9	year 10	year 11
Design and Technology (Product Design)	year 7	year 8	year 9	year 10	year 11
Design and Technology (Textiles)	year 7	year 8	year 9	year 10	year 11
Drama	year 7	year 8			
Music	year 7	year 8	year 9	year 10	year 11
Music Technology				year 10	year 11



## Hanley Castle High School curriculum outline for parents: **Geography**

		Autumn Term		Spring Term		Summer Term			
<b>Topic</b> Big question / Overview		<b>Coasts</b>	<b>Birmingham</b>	<b>Energy</b>	<b>Landscapes of the UK</b>	<b>Weather</b>	<b>Revision/catch up</b>		
<b>Year 9</b>	Disciplinary knowledge/skills	<ul style="list-style-type: none"> <li>Coastal processes</li> <li>Coastal landforms</li> <li>Threats to the coastline</li> <li>Solutions to protect coastlines</li> </ul>	<ul style="list-style-type: none"> <li>Location of a developed city</li> <li>Structure of cities</li> <li>Urban Issues</li> <li>Sustainable solutions</li> </ul>	<ul style="list-style-type: none"> <li>Non renewable energy</li> <li>Renewable energy</li> <li>Energy security</li> <li>Sustainable futures in energy</li> </ul>	<ul style="list-style-type: none"> <li>Geological variation in the UK</li> <li>How human and physical processes work together to create UK Landscapes</li> </ul>	<ul style="list-style-type: none"> <li>Global circulation patterns</li> <li>Drought</li> <li>Flooding</li> <li>Weather Hazards</li> </ul>	<ul style="list-style-type: none"> <li>Time to apply knowledge to exam questions and learn essential exam technique</li> <li>Make sure all units are revised before year 10</li> </ul>		
		<b>AO1</b>		Demonstrate knowledge of locations, places, processes, environments and different scales.					
		<b>AO2</b>		Demonstrate geographical understanding of: <ul style="list-style-type: none"> <li>concepts and how they are used in relation to places, environments and processes;</li> <li>the inter-relationships between places, environments and processes.</li> </ul>					
		<b>AO3</b>		Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.					
		<b>AO4</b>		Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.					



# Attitude and Effort Awards

Subjects	A&E Award
English	Very Good
Maths	Very Good
Science	Outstanding
French	Outstanding
Art	Very Good
Citizenship	Very Good
Computing	Very Good

Attitude and Effort	Description		
<b>Outstanding</b>	Consistently Goes the extra mile, dedicated to continual improvement and reaching their full potential.		
<b>Very Good</b>	Always shows a very good attitude to learning, could still take a more pro-active role.		
<b>Positive</b>	Does what is required with enthusiasm, consistency is needed.		
<b>Unacceptable, because they are:</b>	<b>Coasting</b>	<b>Disruptive</b>	<b>Uninterested</b>
	Does the minimum of what is asked of them in lessons or at <u>home</u> . Has more to offer.	Has interrupted lessons or stopped others from learning on more than one occasion.	Does not appear to be motivated to learn or achieve. Extra support has been needed to keep them on task.

Very Good
Very Good
Outstanding
Outstanding
Outstanding
Very Good
Very Good
Very Good
Very Good



# Academic Progress

## GCSE Scale Conversions to old GCSE & BTEC:



W	1	2	3	4	5	6	7	8	9
Hanley grade indicating a pupil working towards a GCSE grade	G/Low F	High F and mid E	High E and all D	Same as the old C grade	The new headline measure for schools. Equivalent to a high C/low B	High B	Same as the old A grade	A/A*	Top 20% of those awarded 7 or above
<b>BTEC</b>				Pass		Merit		Distinction	







<b>Subjects</b>	<b>HEM</b>	<b>HAT</b>
<b>English</b>	5	6
<b>Maths</b>	6	7
<b>Combined Science</b>	5	6
<b>French</b>	4	5
<b>Geography</b>	5	6
<b>Business Studies</b>	4	5
<b>IT (CNat)</b>	P2	M2
<b>PE (GCSE)</b>	4	5



# Attendance

## All pupils

	Pupils	Average GCSE Grade	Average GCSE Value Added	English (best) Grade	English Value Added	Maths Grade	Maths Value Added	Attendance
All Pupils	169	4.8	+0.3	5.5	+0.5	4.8	+0.2	89%

## Attendance groups

Above 95%	77	5.4	● +0.6	6.1	● +0.8	5.5	● +0.6	98%
90.1 - 95%	35	4.9	+0.4	5.4	+0.4	4.9	+0.4	93%
80.1 - 90%	34	3.9	-0.2	5.0	+0.2	3.9	-0.2	87%
50.1 - 80%	17	3.8	-0.2	4.8	+0.2	3.6	-0.3	69%
0 - 50%	6	4.0	● -0.7	4.2	● -1.2	3.7	● -1.1	35%



### Attendance Groups

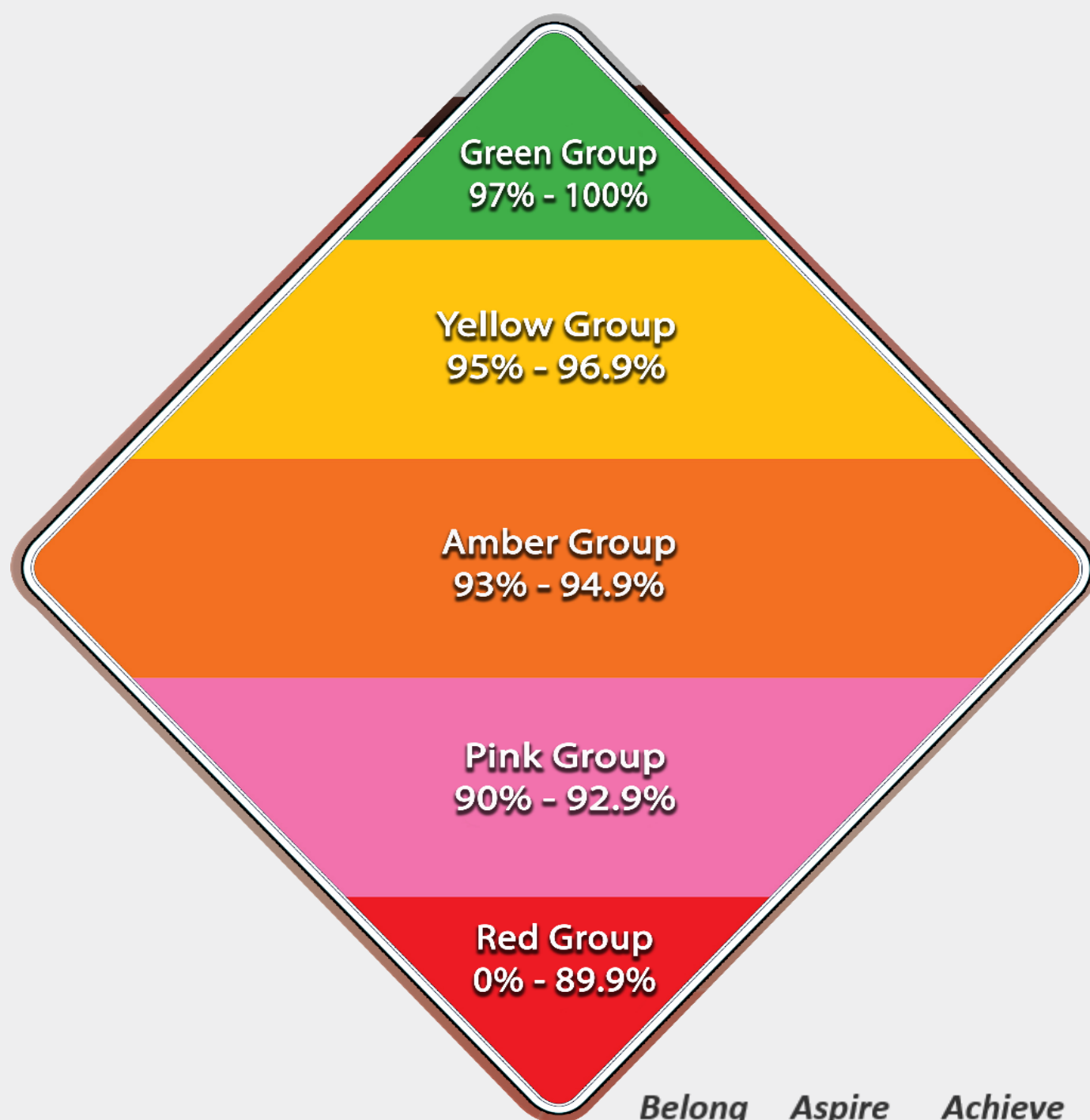
**Green** No Risk

**Yellow** Risk of underachievement

**Amber** Serious risk of underachievement

**Pink** Severe risk of underachievement

**Red** Extreme risk - Court action







**Hanley Castle High School**  
and Sixth Form Centre

# Student Support

**Sarah Tandy**

**Assistant Head of Key Stage 3**









# Social, Emotional and Wellbeing Support for Students at Hanley Castle



We also have access to arrange of services outside of school that we can refer to as well as parents and students directly:

Worcestershire County Council Early Help / Family Support



Worcestershire Young Carers



Teens in Crisis

CAMHS



Reach4Wellbeing

Worcestershire CAMHS Reach4Wellbeing

School Nurse Service



Young Minds



Bereavement Counselling

Bloom Bloom Project



Mental Health Practitioner



Action For Children



Working outst



WRASSAC

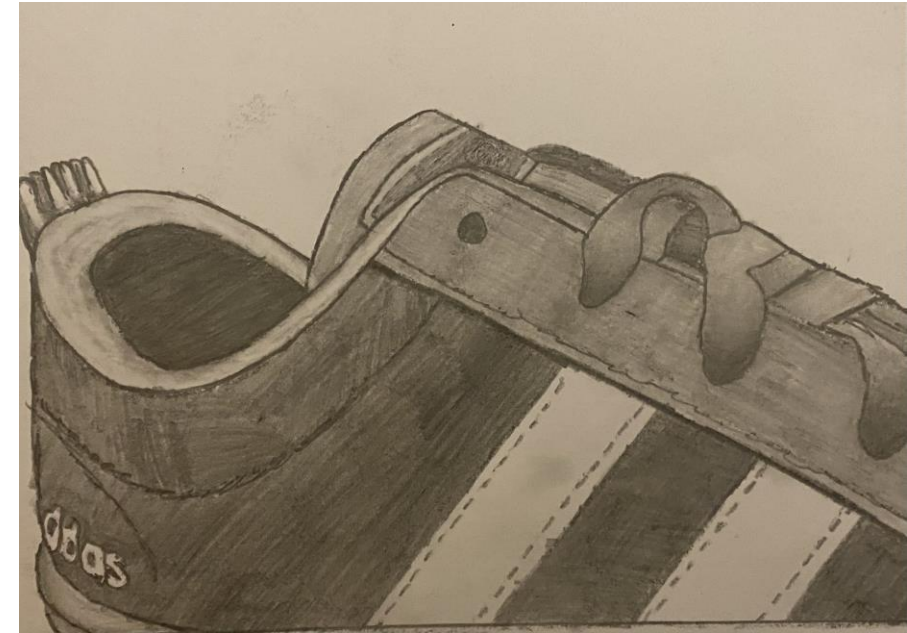




# Year 9 Parents information evening



October 2023  
Sarah Anderson-Kirby  
Deputy Head teacher



# Year 9 so far this year

- Renewed sense of purpose- interest in lesson content out of lessons- bones for GCSE PE, black death for History
- Sharing answers confidently in class/ taking a risk if not quite sure
- Showing great promise in group tasks- very supportive of each other
- Lovely bonded year group
- Big improvement in quality and submission of homework
- Students are getting started on tasks more quickly
- 5797 Epraise points
- 1510 de-merits: main category uniform



# A few highlights!

- As a year group, they have made a very good start in GCSE history and seem to have enjoyed studying medieval medicine. I am especially impressed that nobody has fainted yet when discussing blood-letting, administration of herbal remedies via a clyster (if you know, you know) and worm stew!
- Year 9 students were outstanding role models for new students looking round the school at open evening.
- Year 9 Netball team came 3<sup>rd</sup> out of 6 other schools at the district tournament on Tuesday.
- Year 9s have been leading sports practices with year 7s teaching them the new rules and new practices.
- Fantastic turn out and team performance in rugby so far
- We have made microscope slides and some of the best microscope drawings I have seen have come from these year 9 classes - an impressive start to demanding content.

# A few more highlights!

- Year 9 have made an excellent start to their GCSE and NCFE Business courses. I have noted some budding entrepreneurs in the making after students completed the Richard Branson entrepreneurial skills quiz and Mr Fish was very impressed with a homework research task on how businesses have been impacted by the Pandemic.
- Y9 have impressed me with their start to Citizenship- excellent working atmosphere, keen to earn positive rewards and epraise points, and full of shrewd questions about the UN and conflicts around the world.
- 25 'A team ambassadors' supported little ones writing letters for elderly people in care homes, or developing fundraising idea for Maweni.
- I love my Y9 group! They seem to really enjoy geography and engage really well with our current topic on coasts. I always look forward to teaching them and they are all very sparky and ask excellent questions to find out more. Very much looking forward to taking them on some fieldwork trips in year 10.
- In English they are reading more, writing more and doing more and I am enjoying teaching them a lot

# What do we want for our students?

- Lifelong positive approaches to learning
- Fantastic citizens with a 'can do' attitude
- Resilience to cope when things are tough
- Ability to take responsibility when things go wrong
- Lovely, kind, polite people
- Eagerness to make a positive difference in the world
- A pocketful of qualifications that open doors
- Open and creative minds
- Respect and admiration for the things that make us all unique

# New approach to managing behaviour that negatively impacts learning- what did we set out to do?

- Re-establish an environment where it is good to do well and try hard
- Re-establish an environment where it is good to try and ok to get things wrong
- Reduce incidences of disruption in lessons to reduce stress for students and teachers
- Create a system where there is room for mistakes
- Re-establish an environment there is room for the development of productive and supportive working relationships



# What positive things are the students saying?

“it’s more obvious what we are supposed to do and not do.” F Y9

“teachers are saying thanks for doing it right.” G Y9

“de-merits give us a chance to get it wrong... last year we’d get a detention straight away.” S Y9

“ warnings make us know what we've done wrong and then we can choose to do something about it.... It’s working for most kids who get warned then stop.” M Y9

“classrooms are easier to concentrate in than last year.” E Y9

“disruptive behaviour stands out more and teachers are doing something about it.” J Y9

“ a demerit is like a free warning- it works for me. I can make a mistake but not get told off” S Y9

“There’s more epraise points than de-merits being given out” G Y9

# What improvements are the staff seeing?

- Calm and orderly entry to classrooms
- Students on time
- Students in uniform- no more competitive trainers/jewellery/ shortest skirt
- Homework submission improving
- More obvious identification of students needing support
- Staff training being targeted to issues needed
- Students choosing positive behaviour for learning (improvement since last year)
- Teachers with more headspace to help/ be creative/ build relationships
- More work being done in lesson (more content covered so far)
- Fewer emotional outbursts/ issues at breaks

# Welcome whole school positives for Year 9

- Politeness is returning
- Students seeking epraise points
- Renewed pride in the quality of work
- Being hard working is becoming normal again
- Less hostility/ falling out
- Calmer breaktimes

# Things we and our students have noticed this term- our next focus

- Tighter consistency is a focus
- We all need things to look forward to- activities week, college competitions, whole school events
- Triangulating the support for students who are struggling- home/school teamwork
- Sharing of good news is important
- Communicating the detail matters
- Our work to support neuro-diverse children is a focus
- Student voice continues to be powerful- started



# Study Skills

Jacqui Burrows

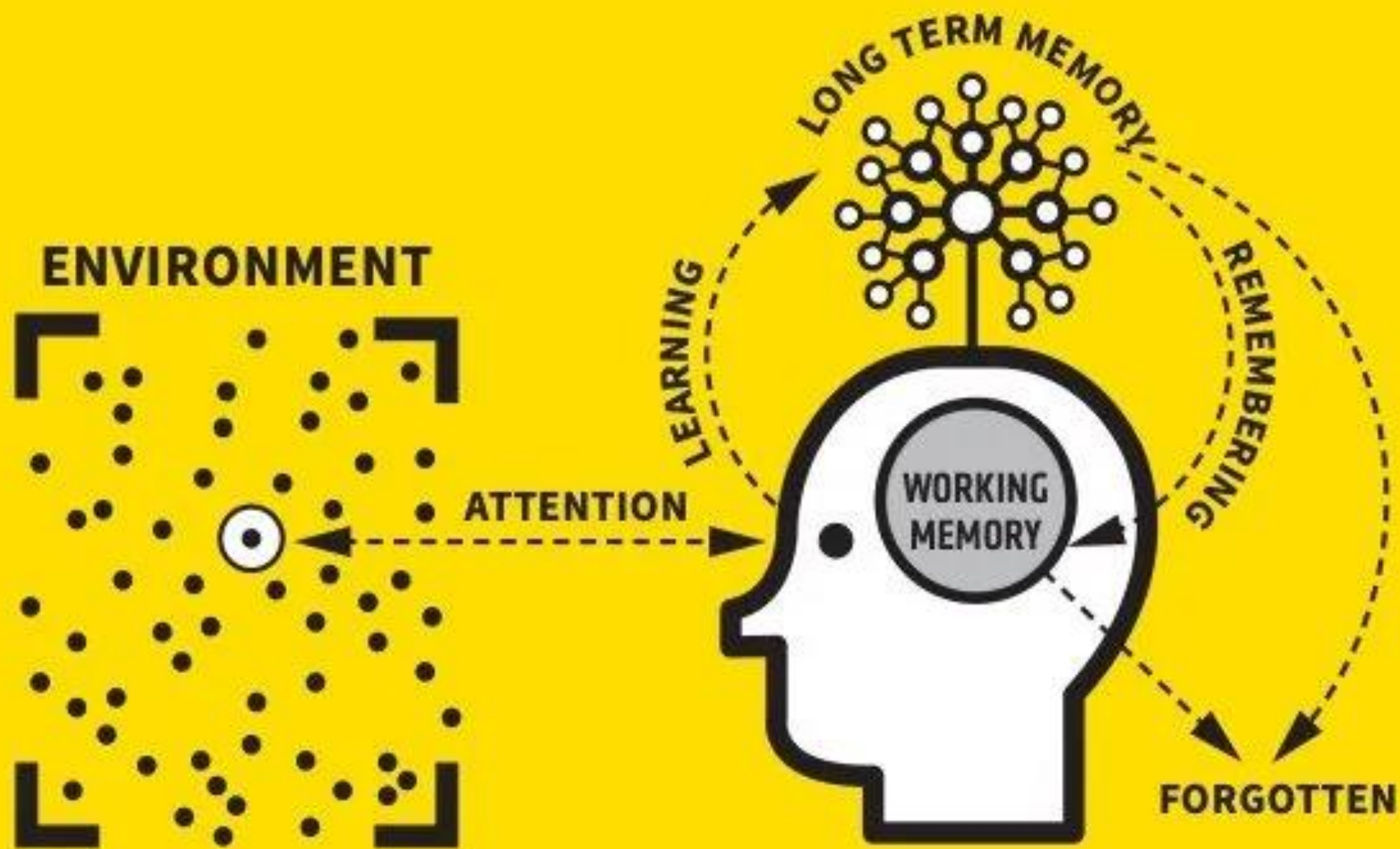
Assistant Headteacher -  
Teaching and Learning



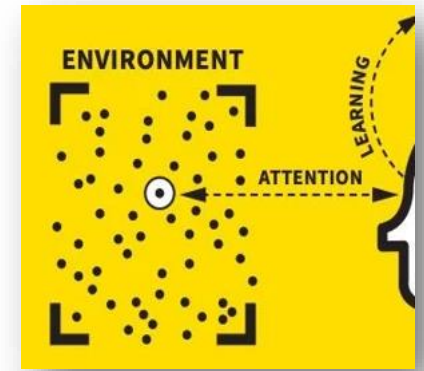
# Study Skills Session

- Understanding how we learn
- Effective methods of learning and remembering
  - Importance of attention and focus
  - Limits of working memory
  - Practice and retrieval
- Forgetting





# Attention, focus, motivation

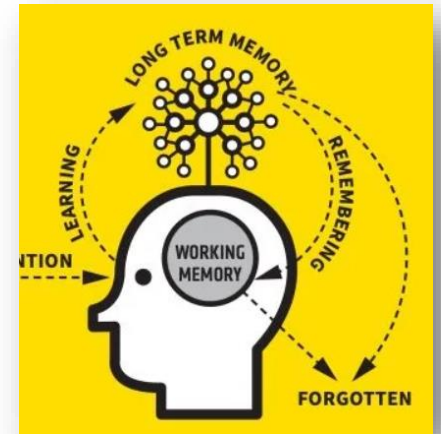
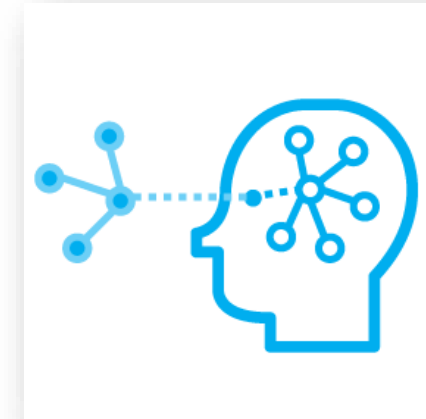




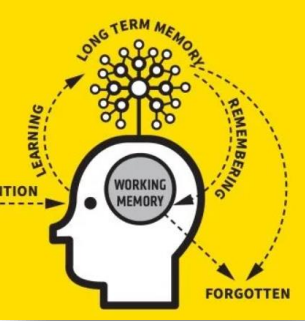
# Limited working memory

XDH  
PES  
CGE  
FDV  
TIC  
BBX

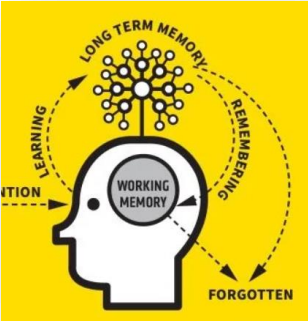
X  
BBC  
ITV  
DFE  
GCSE  
PHD  
X



# Retrieval



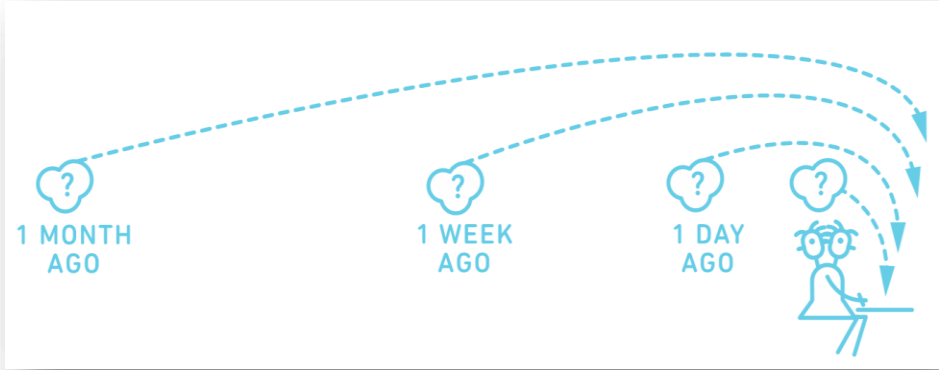
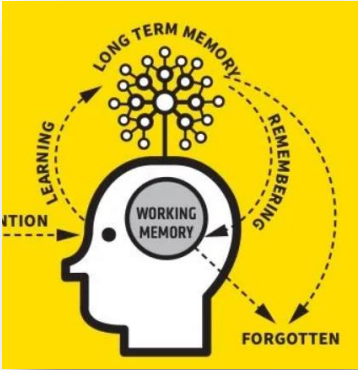
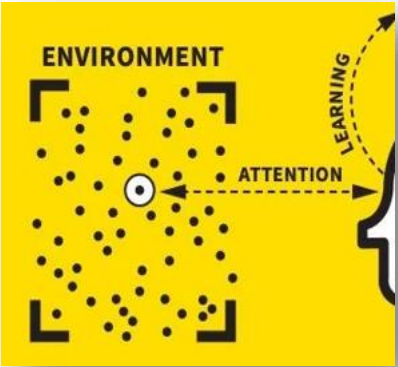
# Forgetting



## Forgetting curve + Spacing effect



# Recap





“Memory is the  
residue of thought.”

Daniel T Willingham



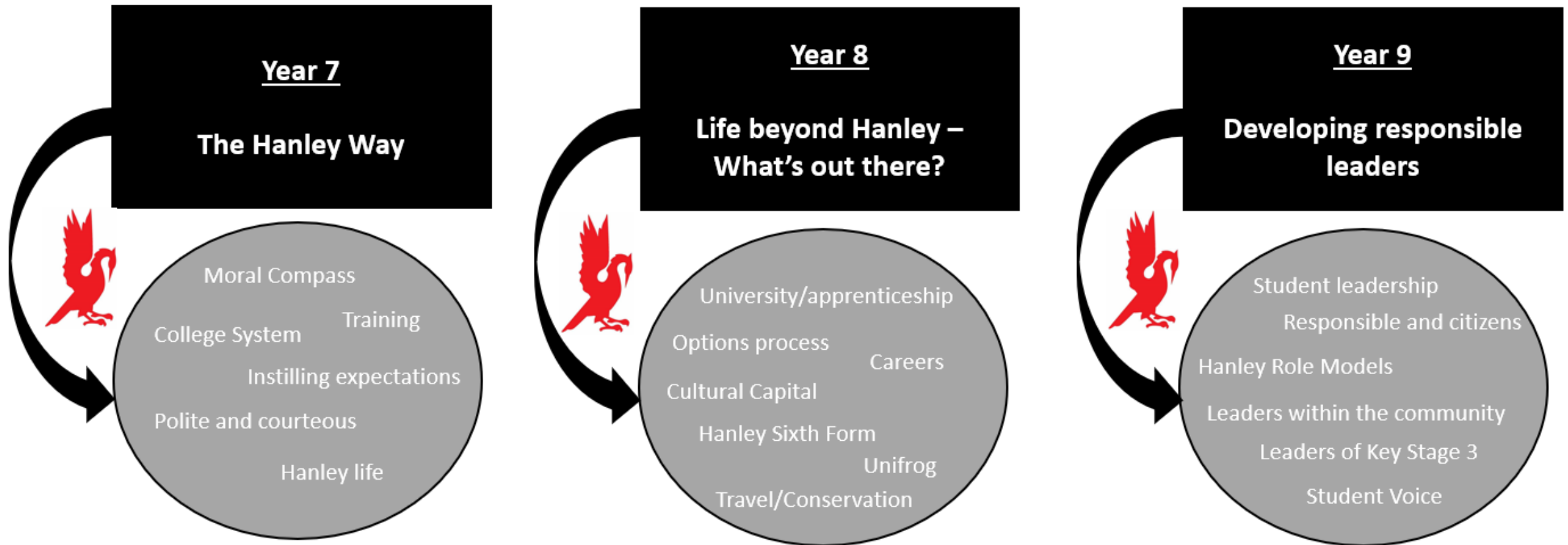
# Learning beyond the classroom

**Paul Smith**  
**Assistant Head of Key Stage 3**





# Leadership opportunities at Hanley



# Hanley Castle Leadership Ladder

School council	Social committee	Sports committee	Mental Health committee	Head boy/Head Girl	Students for Students	Subjects committee (language, STEM, politics)	Charity Committee	Arts Committee	Environmental committee
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## GOLD LEADERSHIP AWARD – Year 11 (Unifrog Level 13)

Develop moral compass questions	Regularly attend 6th form committee	Be a College Captain	Be a member of school council	Lunchtime leader	Present report in assembly	Sports team captain	KS Consultation leader	Evidence of regular leadership outside of school
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## SILVER LEADERSHIP AWARD – Year 9 and 10

### COMMITTED (Unifrog Level 10)

### DETERMINED (Unifrog Level 11)

### ASPIRATIONAL (Unifrog Level 12)

Lead moral compass discussion	Lead a takeover Friday activity	Be a buddy for a new student	Group leader in tutor time leadership activity	Be a Year 9 form captain	Lead a charity event	Open Evening subject leader	KS Consultation group	Lead a tutor time leadership activity	Be a Year 9 young sports leader	Be a College captain	Be a member a A-Team	Be a Transition day helper	Attend 6th Form committee	Regular leadership outside of school
Lead school council discussion	Attend the KS3 collective	Achieve your Year 9 HSLA	Announce a message in assembly	Lead tutor cultural capital debate for a younger year group	Sports team captain	Be a holocaust ambassador	Be a book brother leader	Attend a 6th Form committee meeting	Year 9 Language leader	Be a member of school council	Lead a student voice session	Be a Y10 mentor	Be a Lunchtime leader *	Be a Year 10 young sports leader

## BRONZE LEADERSHIP – Year 7 and 8

### COMMITTED (Unifrog Level 7)

### DETERMINED (Unifrog Level 8)

### ASPIRATIONAL (Unifrog Level 9)

Volunteer to speak in a moral compass discussion	Group leader in school council discussion	Support in a takeover Friday activity	Be an equipment monitor in Science	Support in a community collaboration scheme	Conduct a school tour	Help organise a charity event	Sports captain – whole season	Achieve your Year 7 HSLA	Help lead the termly inter-form competition	Be a College captain	Be a student librarian	Help the KS3 team with an external event	Group leader in moral compass discussion	Help a department with open evening
Be a tour guide for an open evening	Sports captain for one match	Support in organising a Maweni fundraiser	Lead a group in a cultural capital discussion	Be a buddy for a new student	Take the lead in a community collaboration scheme	Lead tutor group school council meeting	Be a Year 7 form captain	Be involved in a tutor group assembly	Lead a takeover Friday activity	Be a member of school council	Lead a charity event	Take a public speaking role in front of your year group	Achieve your Year 8 HSLA	Be a Year 8 form captain



FORM CAPTAIN





**Thank you for coming.  
Have a safe journey home.**

