

**Welcome to Year 9 Parents
Information Evening
October 2019**

Class of 2022!





**A journey
together...**




**SPRINGFIELD[®]
SCHOOL**

Ofsted...



School report

Inspection of a good school: Springfield School

Central Road, Drayton, Portsmouth, Hampshire PO6 1QY

2–3 October 2019

Inspection dates:

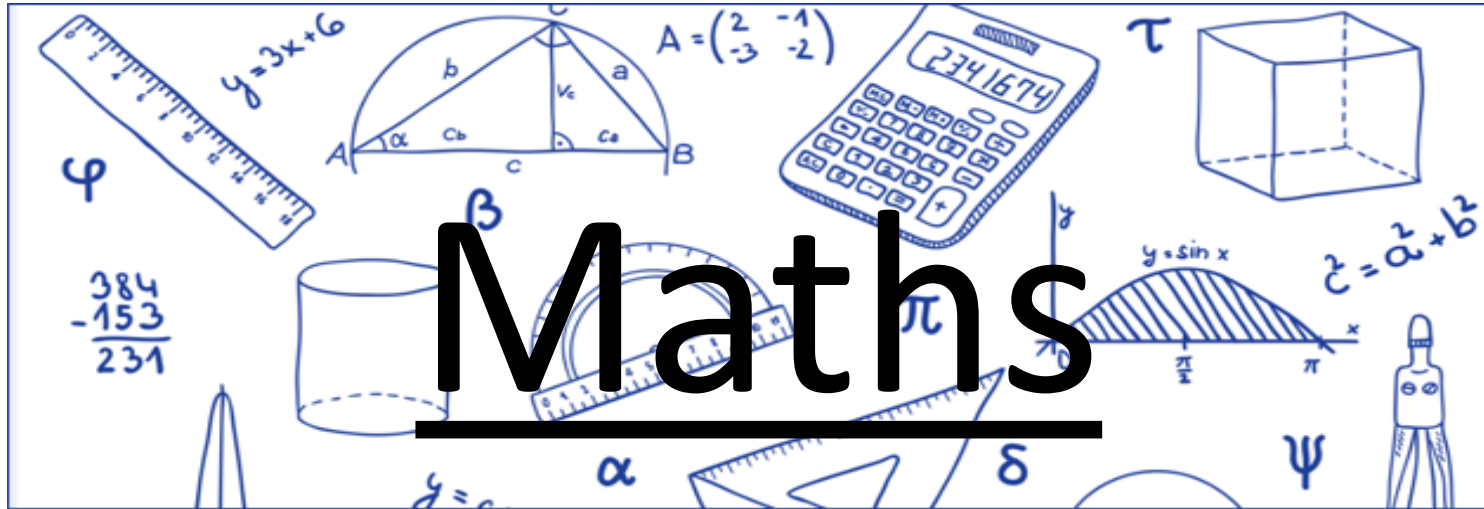
Outcome

Springfield School continues to be a good school.

What is it like to attend this school?

Pupils are happy and safe at this school. They behave well in lessons and around the school. Pupils are nearly always kind and respectful towards each other and their teachers. They know that their teachers expect them to try their best, behave well in their uniform smartly. Pupils work hard in lessons and persevere with questions. Pupils are encouraged to think hard and answer difficult questions. Pupils are encouraged to think about their careers and routes through life. Pupils are encouraged to help pupils with special needs.

- 1. Supporting GCSE Maths**
- 2. Supporting GCSE English**
- 3. Year update**
- 4. Safeguarding information**
- 5. Questions**



Springfield Mathematics GCSE Results, August 2019

75% of entries grade 4+

21% Grade 7 - 9

How is GCSE Maths structured?

- *3 x maths papers (1 hour 30 minutes each)*
 - *1 non-calculator*
 - *2 calculator*

Foundation Questions

2 Write 27% as a fraction.

.....

(Total for Question 2 is 1 mark)

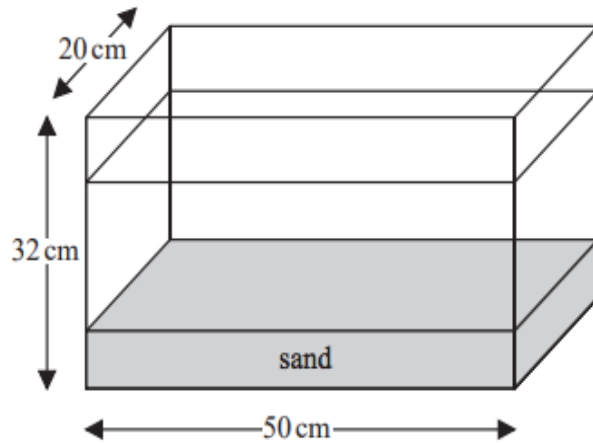
7 Work out $£3.89 \times 5$

£

(Total for Question 7 is 2 marks)

Foundation/Higher Crossover

21 The diagram shows a fish tank in the shape of a cuboid.



The dimensions of the tank are 50 cm by 32 cm by 20 cm.

The tank is $\frac{3}{4}$ full of water and sand.

The ratio of the volume of water to the volume of sand is 5 : 1

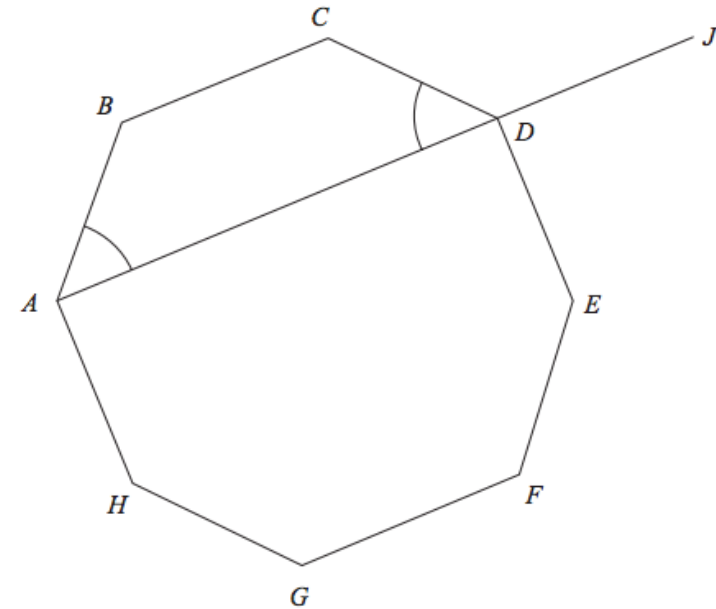
Work out the number of litres of water in the tank.

You must show all your working.

.....litres

(Total for Question 21 is 5 marks)

25



ABCDEFGH is a regular octagon.

ADJ is a straight line.

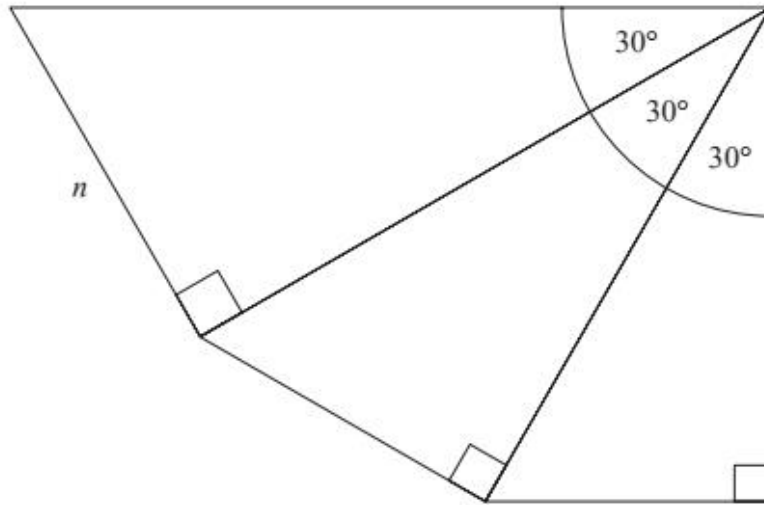
angle *BAD* = angle *CDA*

Show that angle *CDJ* = 135°

(Total for Question 25 is 4 marks)

Higher Questions

20

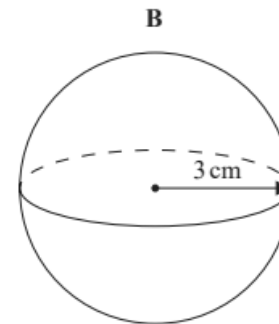
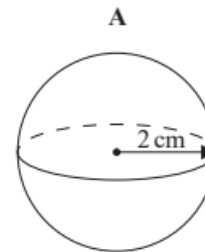


The diagram shows three right-angled triangles.

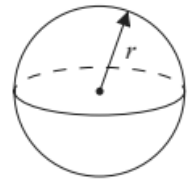
Prove that $y = \frac{3}{4}n$

(Total for Question 20 is 4 marks)

16 Here are two solid spheres, A and B.



Volume of sphere = $\frac{4}{3}\pi r^3$



Sphere **A** is made of gold.
Sphere **B** is made of silver.

Sphere **A** has radius 2 cm.
Sphere **B** has radius 3 cm.

Gold has a density of $19\,000\text{ kg/m}^3$
Silver has a density of $10\,000\text{ kg/m}^3$

Which sphere has the greater mass?
You must show how you get your answer.

(Total for Question 16 is 4 marks)

Assessments

- 3 x within the school year. (Autumn term, Spring term, Summer term)
- Revision lists will be provided to support revision.
- Post assessment analysis to highlight strong and weak topics to support further revision.
- Review/Revision of topics as homework.

Available Support

- Google Classrooms
- Hegarty Maths
- Mymaths
- Additional Maths Support Sessions

Hegartymaths.com



Logins are specific to each pupil.

First Name

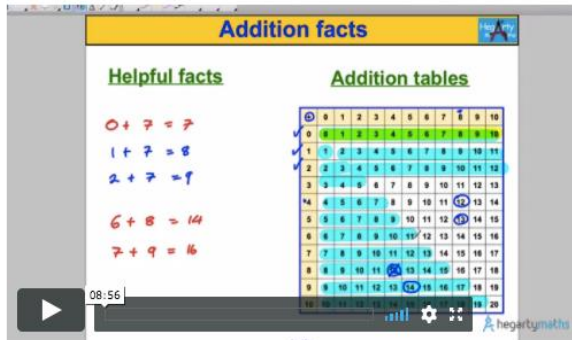
Surname

DOB

Passwords set by pupil and to be written in study planner.

- Created by teachers within the UK.
Understanding the curriculum changes and how to explain topics in a clear concise way just like a teacher or a maths tutor.
- All tasks are written tasks (to be completed both online and in their homework books).
- Used to encouraged independent learning and to aid understanding for both parents and pupils.
- You can access this and check on completed challenges / progress

- Videos are accessible on every topic within the current GCSE and KS3 curriculum.
- If a topic isn't fully understood, building blocks (skills needed) are available to brush up upon within the set task.



Addition facts

Helpful facts

- $0 + 7 = 7$
- $1 + 7 = 8$
- $2 + 7 = 9$
- $6 + 8 = 14$
- $7 + 9 = 16$

Addition tables

0	1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10	11
2	3	4	5	6	7	8	9	10	11	12
3	4	5	6	7	8	9	10	11	12	13
4	5	6	7	8	9	10	11	12	13	14
5	6	7	8	9	10	11	12	13	14	15
6	7	8	9	10	11	12	13	14	15	16
7	8	9	10	11	12	13	14	15	16	17
8	9	10	11	12	13	14	15	16	17	18
9	10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19	20

9 - Addition facts

Learn how to use the number grid to add simple and more complex numbers and apply that knowledge to written questions.

Video watched 0.00x

Your score **New lesson** HegartyMaths avg 98%

[Do quiz](#)

Spotted a mistake in this video?

Building blocks

Question preview

Number > Arithmetic with positive integers

1 - Simple addition & its meaning

What is the sum of 2 and 3?

Video watched 0.00x

Your score **New lesson** HegartyMaths avg 97%

Question preview

Number > Arithmetic with positive integers

7 - Commutative law

Learn why $2 + 7 = 7 + 2$ and its importance in maths.

Video watched 0.00x

Your score **New lesson** HegartyMaths avg 97%

- Teachers are able to pinpoint key points such as when the task was undertaken, how much of the video was watched, how many attempts of the quiz etc.

Mymaths.co.uk

Passwords label in study planner



First login

Username:

springfields_

Password:

triangle

*2nd login: To be given individually. This login is
To enable all work to be saved.*

- Published a number of new lessons and homeworks specifically designed for the new curriculum.
- Encourages independent learning and support. Small easily manageable tasks with lesson support.
- You can access this and check on completed challenges / progress

What can you do to support GCSE Revision for Mathematics?

- Be aware – structure, expectations, curriculum change
- Discuss lessons, encourage use of technical language and explanations of concepts (supporting literacy) – especially key for those pupils sitting the Higher tier
- Homework support – resources available, completion, insisting on showing clear, logical calculation methods
- Encourage use of extension resources in lessons



What are some of the literacy issues associated with this sign?



SPRINGFIELD
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YEAR 9 ENGLISH GCSE PARENTS' INFORMATION EVENING

2019

OR

How can we all help Year 9s
with English?

The 'End' Game

- **2 distinct GCSE qualifications: English Language and English Literature**
- **4 'terminal' examinations**

TIP 1:

There are no short cuts or safety nets in those final examinations. It is just your child, a desk and a blank booklet of paper

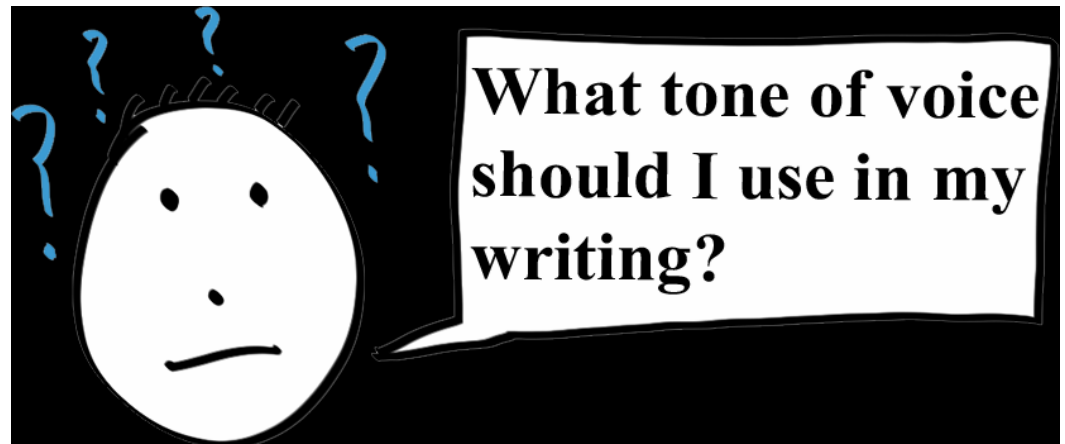


Understanding tone and register:

“It’s not what you said.
It’s how you said it.”

**‘Key Skills’ required for
reading texts**

- .modelling of formality in written answers**
- .avoiding colloquialism and abbreviation**



Deconstructing the exam questions:



A useful formula for a range of questions:

.Instruction

.Location

.Focus

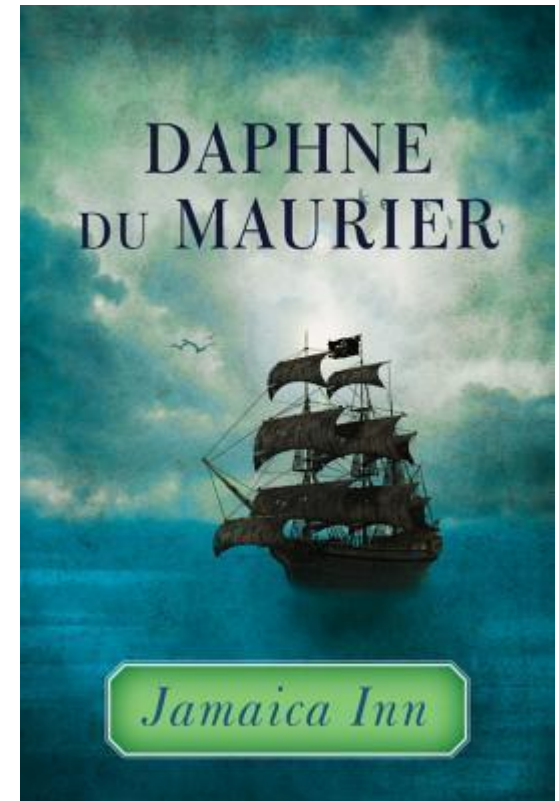
**‘Key Skills’ required for
reading texts**

English Language Paper 1 'Explorations in Creative Reading and Writing'

Section A: Reading

- **approximately 1 hour**
- **1 fictional extract**
- **4 questions**
- **40 marks**

Tip 2:
The fictional extract will be
UNSEEN.
It is therefore vital that your
child has read a wide range
of challenging texts in order
to cope with the demands of
the vocabulary and structure
of the chosen text



English Language Paper 1
‘Explorations in Creative Reading and Writing’

Section B: Writing

- **approximately 45 minutes**
- **1 task: a piece of creative writing based on an image**
- **40 marks (24 = content / 16 = SPaG)**



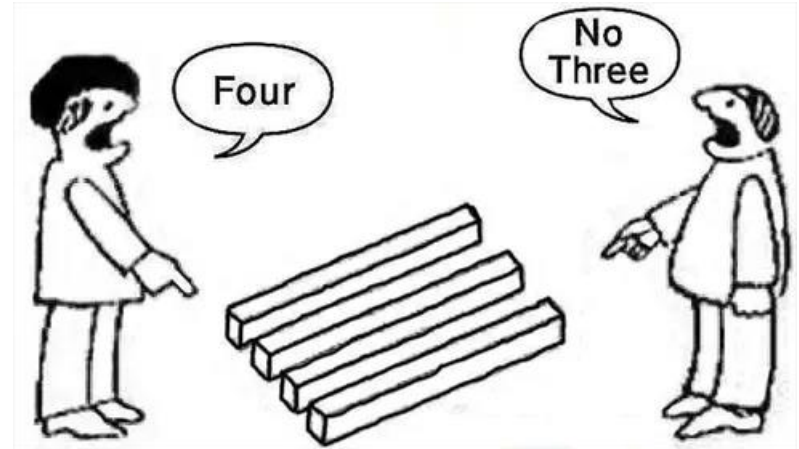
English Language Paper 2 'Writers' Viewpoints and Perspectives'

Section A: Reading

- **approximately 1 hour**
- **2 non-fiction extracts (from different centuries)**
- **4 questions**
- **40 marks**

Tip 3:

The non-fiction extract will be UNSEEN. It is therefore vital that your child has read a wide range of non-fiction texts in order to cope with the demands of the vocabulary and structure of these texts



English Language Paper 2
‘Writers’ Viewpoints and Perspectives’

Section B: Writing

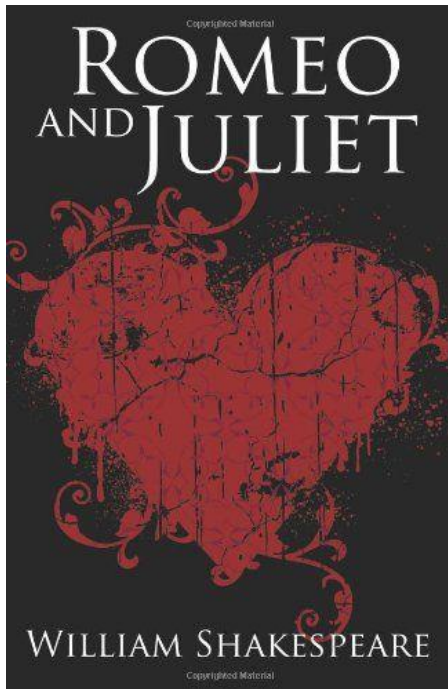
- **approximately 45 minutes**
- **1 task: a piece of non-fiction writing explaining a point of view on a given statement**
- **40 marks (24 = content / 16 = SPaG)**

English Literature Paper 1

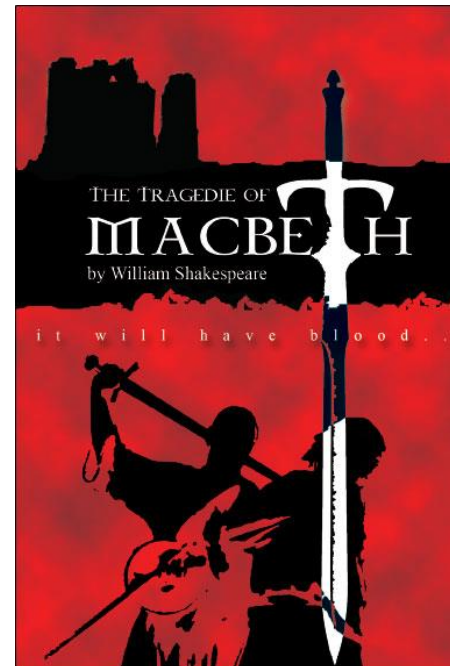
Shakespeare play and the C19th novel

Section A: Shakespeare

- 1 task – extended essay on the play – 30 marks



or

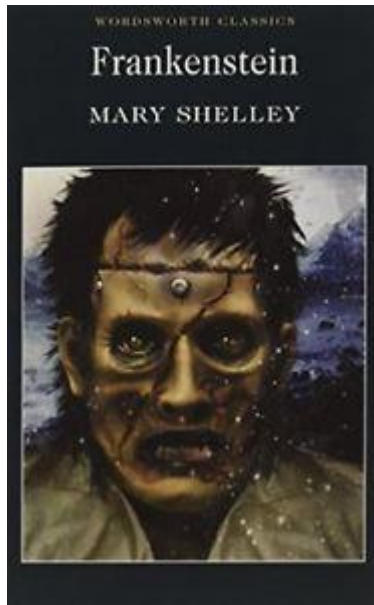


English Literature Paper 1

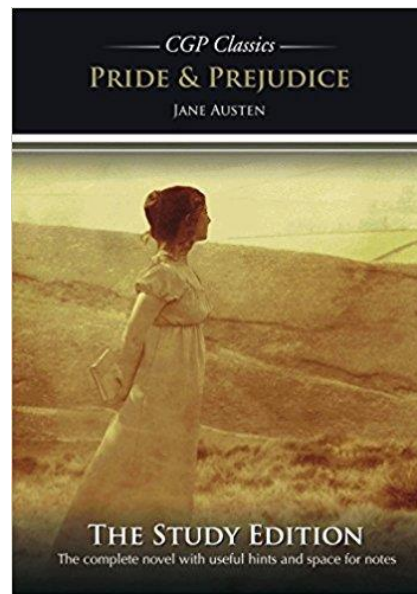
Shakespeare play and the C19th novel

Section B: C19th novel

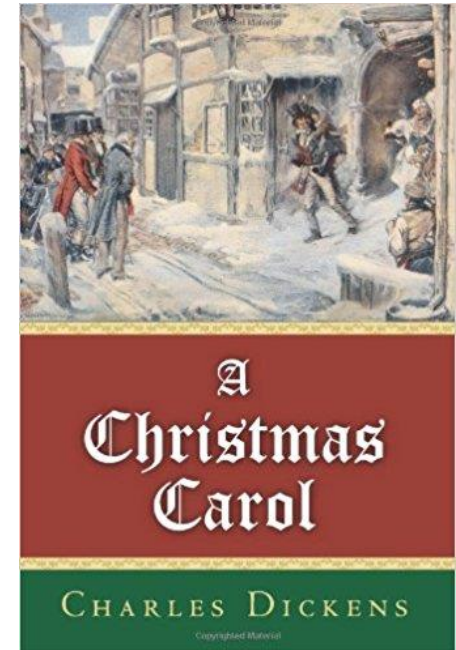
- 1 task – extended essay on the novel – 30 marks
- ‘closed’ text exam



or



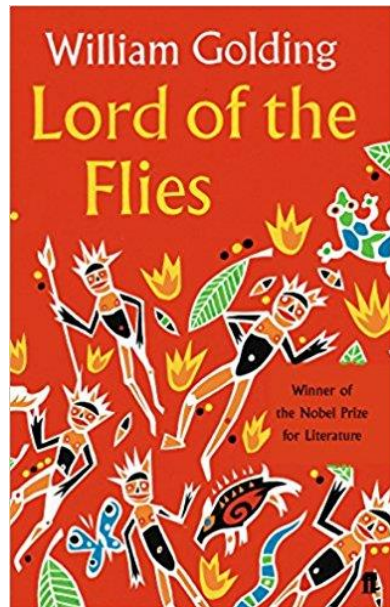
or



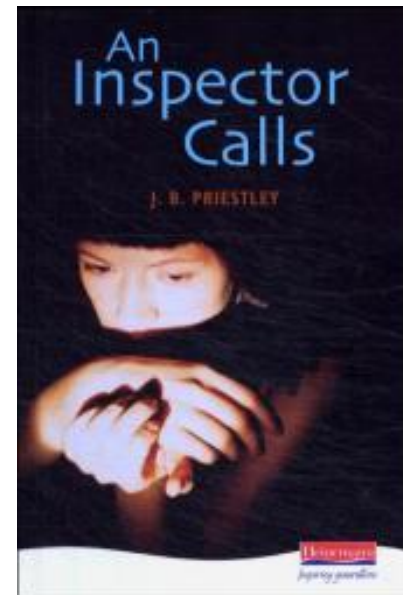
English Literature Paper 2 C20th text and Poetry

Section A: C20th text

- 1 task – extended essay on the play – 30 marks
- ‘closed’ text exam



or



English Literature Paper 2 C20th text and Poetry

Section B: Poetry

- **3 tasks**
- **comparative essay on 2 of 15 poems studied
– 30 marks**
- **essay on a previously unseen poem – 24 marks**
- **comparison of 2 previously unseen poems
– 8 marks**
- **‘closed’ text exam**

The Challenges for Pupils:

- **no differentiation**
- **volume and sophistication of content**
- **expectation that children will be active readers, analysts and linguists**
- **expectation that children will be creative thinkers and writers**
- **expectation that children will write with accuracy, precision and in a range of forms.**

English Literature Paper 1
Shakespeare play and the C19th novel

English Literature Paper 2
C20th text and Poetry

Tip 4:

Supporting your child with their reading of the challenging English Literature texts

In Year 9 (now)

It is strongly recommended that pupils purchase their own copies of the set texts chosen for their class.

Recommended editions of the set texts can be found on the VLE in English – Year 9. A link on the image of the text itself will take you straight to Amazon!

Recommended Study Guides for each of the set texts will be available through SIMS Agora. Orders can be placed through SIMS Agora, providing Study Guides at a more competitive rate.

Throughout KS4

Pupils should read each of the set texts AT LEAST three times.

Pupils will be expected to know: the plot, characterisation, devices used by the writer and to understand the historical context in which the text was written.

Pupils will be expected to know: a wide range of quotations and to place them within the context of the wider text

Springfield English department: Aiming for Success



Success results from relentless hard work!

In addition to lessons, Springfield English Department offers:

- **focused and targeted support groups both before and after school**
- **period 6 revision sessions led by all English teachers**
- **1.1 support for pupils identified as having particular needs**
- **email trail / weekend support with work set**



Exam results 2019

Notable successes: ENGLISH

- English Language: 77% of the year group attained a Standard Pass (Grade 4+); 58% of the year group attained a Strong Pass (Grade 5+) and 20% of the year group attained 7+ (the equivalent of A-A*)
- English Literature: 79% of the year group attained a Standard Pass (Grade 4+); 60% of the year group attained a Strong Pass (Grade 5+) and 24% of the year group attained 7+ (the equivalent of A-A*)

Tip 5:

Encourage your child to: read widely; do their homework; take advice from their teachers; take advantage of all the support and interventions on offer

Your child has every opportunity to achieve their potential!

Thank you!



ARR 1: data report

Year 9 Progress Report

Assessment 1 – November 2019



Pupil Name:
Tutor Group:
Attendance (to date):
No. of Lates (to date):

House Points (to date):

Subject	Minimum Expected GCSE Grade	Springfield Target GCSE Grade	Progress				Homework				Attitude			
			SA1 Oct 2019	SA2 Jan 2020	SA3 Apr 2020	SA4 Jun 2020	SA1 Oct 2019	SA2 Jan 2020	SA3 Apr 2020	SA4 Jun 2020	SA1 Oct 2019	SA2 Jan 2020	SA3 Apr 2020	SA4 Jun 2020
English														
Mathematics														
Science														
French														
ICT														
Option P														
Option Q														
Option R														

EXPLANATION OF TERMS AND NUMBERS USED:

Minimum Expected GCSE Grade – The minimum grade that pupils should achieve as determined by their KS2 prior attainment

Springfield Target GCSE Grade – The school's aspirational target for the pupil

Progress

- 1: Currently on track to exceed the minimum expected grade
- 2: On track to meet the minimum expected grade
- 3: Not on track to meet the minimum expected grade

Homework and Attitude

- 1: Performance above expectations
- 2: Performance as expected
- 3: Performance below expectations

Homework may be qualified with a 'q' to indicate a quality issue or an 'm' for organisational issues such as handing in work late or not at all

Year 8 – Year 9, 10, 11

- Extra demands, extra pressure



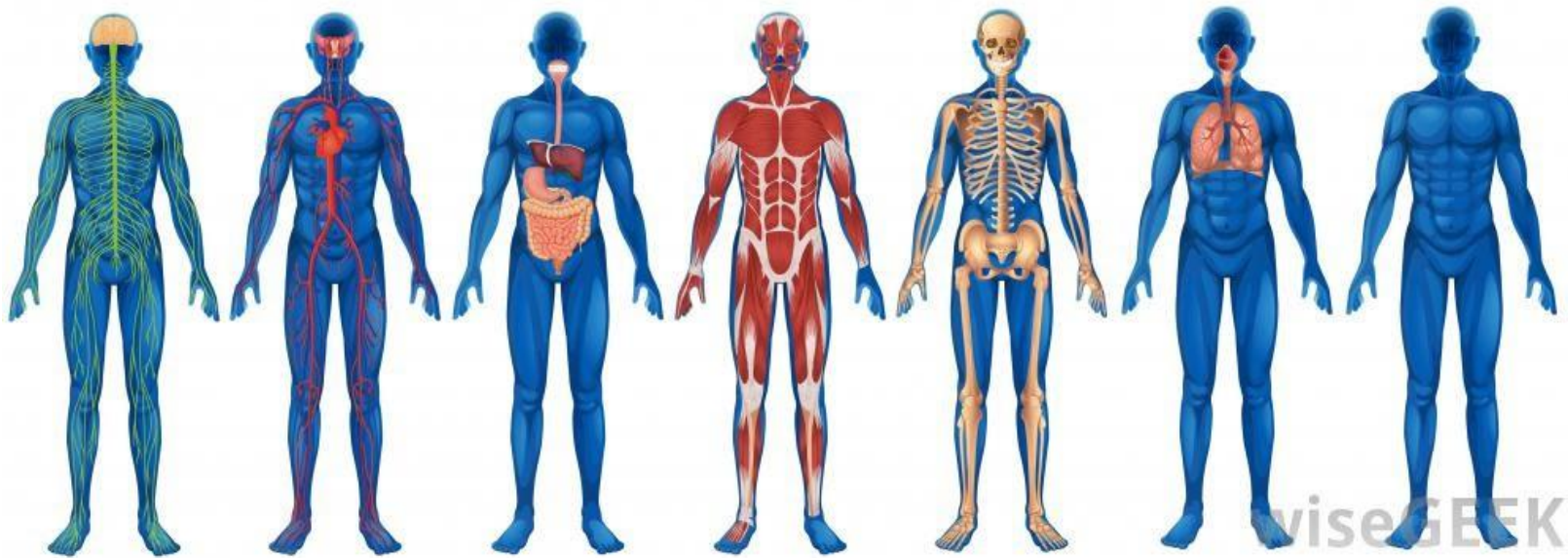
Year 8 – Year 9, 10, 11

- 3 year GCSE courses – use the time wisely



Year 8 – Year 9, 10, 11

- Academic rigour

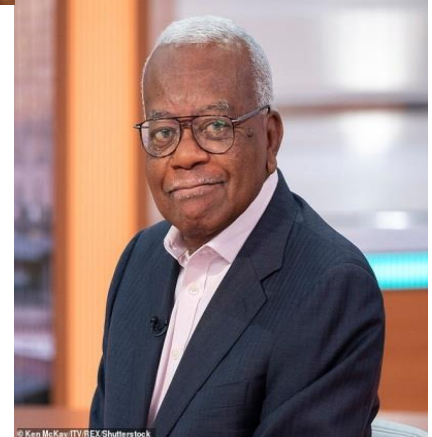
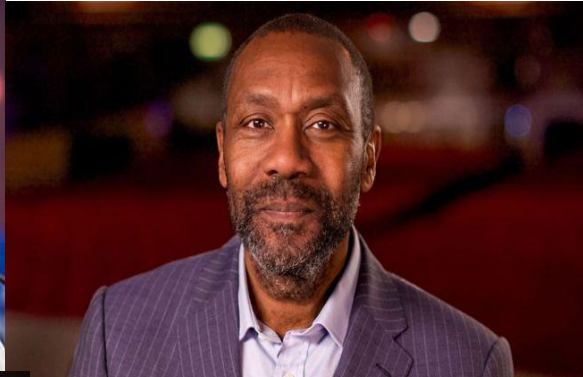


Theme w/c 14th October 2019

is

'Black History Month'

What does it mean to you? What does it mean to others?



Priorities:

- **Safe**
- **Happy**
- **Successful**



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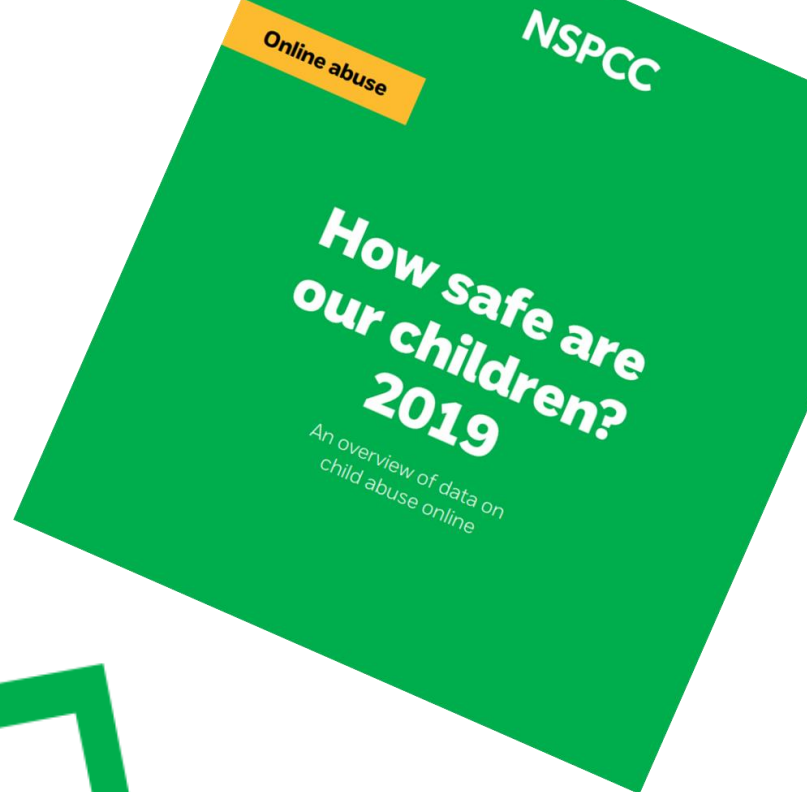
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**WOOLF**[®]



Children's lives online

The internet is central to children's lives ...



5–15 year olds who go online spend an average of 15 hours 18 minutes a week online.



44%
of children aged 5–15 said they owned a smartphone.

Key findings from 2019

Our 2019 report found:

- year on year increases in the numbers and rates of police-recorded online child sexual offences in England and Wales and Northern Ireland
- increases in police-recorded offences of obscene publications or indecent photos in all four UK nations over the last five years
- increases in the number of URLs confirmed by the Internet Watch Foundation (IWF) as containing child sexual abuse imagery since 2015
- less than half of children aged 12 to 15 say they know how to change their settings to control who can view their social media
- the majority of parents, carers and members of the public agree that social networks should have a legal responsibility to keep children safe on their platforms

Basics:

- Educate
- Talk
- Check/monitor
- Control



Digital Parenting

A parent's guide to gaming

Coping with online peer pressure

What is digital resilience?

And why is it so important to your child's future?

PLUS
Advice on cyber crime, bullying, social media, and more



Digital Parenting

Digital superheroes

How building resilience will help your child stay safe and be happy online

Parent or over-share: which one are you?

The Duke of Cambridge on his fight against cyberbullying

PLUS
Digital life skills everyone should learn
Age ratings
The state of virtual reality and more

Vodafone Foundation



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- [Academic Results](#)
- [School Life](#)
- [Learning](#)
- [Extra Curricular](#)
- [Houses](#)



- Latest News
- Attendance
- Catering
- Useful Documents
- Letters to Parents
- Calendar
- Policies
- Pupil Premium
- Term Dates
- The School Day
- Uniform
- Safeguarding
- Premises Hire



Latest News



Year 9 Parents' Information Evening Presentation
 Thank you to all the parents who came along to the Year 9 Parents' Information Evening. | [read more](#)
Date posted: 23/10/2019

Ofsted: Springfield Continues To Be A Good School
 The school has today received the report for its recent Ofsted inspection. & | [read more](#)
Date posted: 22/10/2019

The Alzheimer's Society Visit Year 8
 Our Year 8 Personal Development Learning classes are working with The Alzheimer's Society. | [read more](#)
Date posted: 21/10/2019



click="return true



Safeguarding and E-Safety



If you have concerns or queries regarding e-safety, bullying or student welfare, please contact the relevant Year Office at the school. (Note that the school's designated member of staff for child protection is Jon Wilburn, Deputy Headteacher.) For further information regarding safeguarding, please explore the links below.

Child Protection

[Childline](#)

[Female Genital Mutilation - Help and Advice](#)

[Forced Marriage Advice](#)

[NSPCC](#)

[Portsmouth Safeguarding Child Board](#)

E-Safety

[CEOP Command](#)

[CEOP Parent Info](#)

[CEOP's ThinkUKnow](#)

[Childnet](#)

[Internet Watch Foundation](#)

[Parent's Guide to Facebook](#)

[Top Tips for Staying Safe Online](#)

[UK Safer Internet Agenda](#)

The Prevent Agenda - Protecting Children from Radicalisation

[Educate Against Hate](#)

[NSPCC Protecting Children from Radicalisation](#)

[Parent Zone Advice](#)

[The Prevent Duty](#)

[Childline - Worries about the World](#)



For advice, help or to make a report visit our
safety centre



Our sites



Follow us



Register for Child Rescue Alerts by text or email and help save a missing child in danger

SPRINGFIELD PROM



We were delighted to welcome our Year 11 leavers to their prom at the Marriott hotel on Friday 12th July 2019. Pupils had worked hard all year to earn this privilege and over two-thirds of the year group were in attendance. All looked glamorous and were able to dance the night away after a two-course meal and speeches by the Head Boy, Head Girl and myself. I was extremely proud of the way these young adults conducted themselves on the evening and wish them all the best in whichever path they choose.

Ms Creighton, Head of Achievement (Year 11)

NAPLES TRIP 2019

From 25th to the 28th April, a group of 37 Year 10 pupils travelled to the Bay of Naples to learn about the infamous eruption of Mount Vesuvius that occurred in 79 AD killing more than 16,000 people and the reasons people continue to live there despite the risk of an overdue eruption.

On Thursday 25th April, we arrived at school at an extremely early time of 2.30am to travel to Gatwick Airport and fly to Naples. After a safe flight, we took a coach journey to Sorrento and had fresh Italian pizza for lunch. This was followed by watching a demonstration on making ice cream at a local gelateria, eating lots of ice cream and a walk around the town of Sorrento looking at the markets and the lemon souvenir shops.

On the second day, we started with a guided tour of the ancient city of Pompeii learning about how the eruption which preserved the Roman city affected the area and what Pompeii was like. It was really interesting to see the ruins of Pompeii such as the oldest Roman world and the trading market. After

this, we trekked up to the top of Mount Vesuvius which was quite tiring in the baking heat but definitely worth it to see the crater of the volcano. While we were at the top, a guide explained the hectic evacuation plan in place for the time when the volcano is going to erupt and high level monitoring of the volcano and which included over 900 seismometers! This was my favourite day as it was fascinating to explore Pompeii and to learn about one of the world's most dangerous volcanoes while standing at the top!

On the last day, we travelled by boat to the Isle of Capri and hopped onto a chairlift to travel the top of the mountain from where we saw amazing views of the island including the Faraglioni rock formations. We then had time to explore the island freely and wander around the central town and shops before the boat journey back to Sorrento. Finally we ended the trip with a greatly enthusiastic karaoke night which was very entertaining! Overall, it was an incredibly enjoyable trip and I can highly recommend it for pupils taking Geography.

Libby Kale (10D)

