

Welcome  
Stretford Grammar School  
Year 9 Information Evening 2023





# *Our values*

## Ambition



### Leadership Roles:

*Form Rep*

*Form Rep*

*Parliament Rep*

*Parliament Rep*

*Sport Rep*

*Sports Rep*

*BeeHeard Reps*

*Literacy Ambassador*

*Literacy Ambassador*

*Wellbeing*

*Wellbeing*

*Anti-bullying*

*Anti-bullying*

*Online Safety*



**Stretford**  
Grammar School

*Aspirat primo fortuna labori*

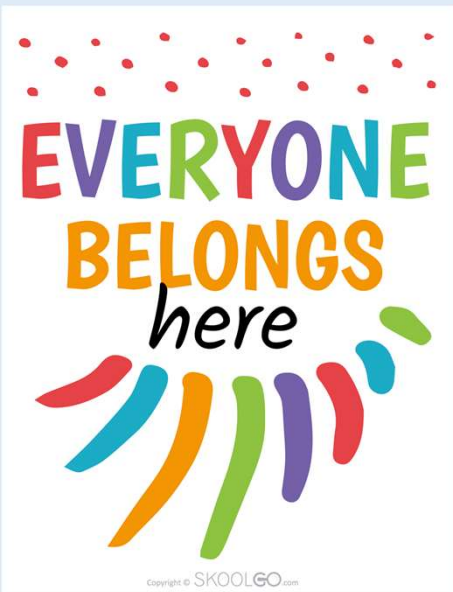
# *Our values*

## Respect

There is no-one in this room or in this school who should ever feel excluded.

You should report inappropriate language or actions as soon as you can, however you wish.

If you feel like your values and those of another student are in conflict, you should never feel forced to interact with them if it would make you uncomfortable.



# Form Tutor team

9E: Mr Hodgson

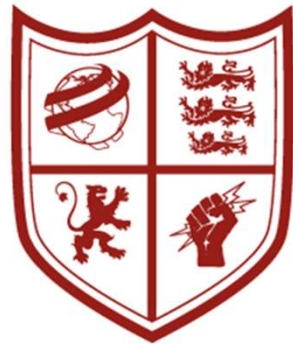
9O: Ms Khadem

9T: Mr Turley

9S: Ms Hayton

9R: Mr Dutton

*There were some changes to the form groups at the beginning of the year.*

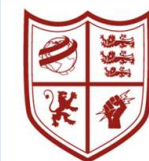


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# Key dates

Date	Event
4 <sup>th</sup> -7 <sup>th</sup> October	Battlefields Trip to France and Belgium
13 <sup>th</sup> – 15 <sup>th</sup> October	Rugby Tour to Cumbria
6 <sup>th</sup> November	Attitudinal Reports sent home this week
13 <sup>th</sup> -15 <sup>th</sup> December	Trip to Lille Christmas Markets
18 <sup>th</sup> December	Mid-Year Assessment week begins
22 <sup>nd</sup> January	Results of Mid-Year Assessments sent home this week
31 <sup>st</sup> January	Parents Evening
7 <sup>th</sup> February	Options Evening
19 <sup>th</sup> February	Options forms returned
3 <sup>rd</sup> June	End of Year Assessment week begins
24 <sup>th</sup> June	Results of End of Year Assessments sent home this week
3 <sup>rd</sup> July	Sports Day
8 <sup>th</sup> July	Form Tutor reports sent home this week
19 <sup>th</sup> July	End of the year



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# Expectations for behaviour

<b>READY</b>	<b>RESPECTFUL</b>	<b>SAFE</b>
1. Be ambitious about what you can achieve.	1. Value everyone. Be kind, patient and tolerant of all Use respectful language	1. Follow instructions the first time
2. Arrive on time. Start and end lessons as agreed.	2. Follow instructions the first time	2. Follow the one-way system. Walk, don't run
3. Bring all the equipment you need.	3. Listen and follow the One Voice rule	3. Speak quietly and avoid shouting
4. Best efforts first.	4. Treat property with care and respect	4. Be mindful of others around you. Be patient and give space where you can.
5. Respond to feedback positively.		5. Use all resources safely.
6. Ask for help if you need it.		6. Only bring agreed items into school
7. Use your Wellbeing Toolkit to regulate your emotions and behaviours		



# Form Time Programme

**Monday: Administration and School Updates**

(including equipment check – pens, pencil, ruler, calculator)

**Tuesday:** Behaviour focus (this term, in future we will cover Well-Being, Mental Health, Study skills and any other issues that arise through the year)

**Wednesday: Literacy** (reading a range of Non-Fiction or Fiction aloud, selected by our Literacy Lead, with one session per half term in the Library)

**Thursday: Assembly**

**Friday: Quiz**



# Homework Timetable

WEEK 1	9E	9O	9R	9S	9T
MONDAY	ENGLISH (H,K) SPANISH	ENGLISH (H,K)	ENGLISH (H,K)	ENGLISH (H,K)	ENGLISH (H,K) FRENCH
TUESDAY	ENGLISH (N,Q)	ENGLISH (N,Q) GEOGRAPHY	ENGLISH (N,Q) FRENCH	ENGLISH (N,Q) GEOGRAPHY	ENGLISH (N,Q) GEOGRAPHY
WEDNESDAY	ENGLISH (P)	ENGLISH (P)	ENGLISH (P)	ENGLISH (P) RE	ENGLISH (P)
THURSDAY	ENGLISH (B) RE	ENGLISH (B)	ENGLISH (B) GEOGRAPHY	ART ENGLISH (B)	ENGLISH (B)
FRIDAY	GEOGRAPHY MATHS	MATHS	MATHS	MATHS	HISTORY MATHS
WEEK 2	9E	9O	9R	9S	9T
MONDAY	ENGLISH (B,H,N,P,Q)	ENGLISH (B,H,N,P,Q) RE	ENGLISH (B,H,N,P,Q)	ENGLISH (B,H,N,P,Q)	ENGLISH (B,H,N,P,Q)
TUESDAY	ENGLISH (K) GEOGRAPHY	ART COMPUTING	ENGLISH (K) GEOGRAPHY	ENGLISH (K) GEOGRAPHY	ENGLISH (K)
WEDNESDAY	HISTORY MATHS	ENGLISH (K) MATHS	MATHS RE	MATHS	ART MATHS
THURSDAY	ART	SPANISH	ART	COMPUTING	GEOGRAPHY RE
FRIDAY	COMPUTING	GEOGRAPHY	COMPUTING HISTORY	FRENCH	COMPUTING

**HOMEWORK WILL ALSO BE SET IN DRAMA AND PSHCE AS APPROPRIATE. IN PSHCE, VARIOUS TYPES OF HOMEWORK WILL BE SET, INCLUDING RESEARCH PROJECTS AND DEVELOPING DISCUSSION MATERIAL. THIS WILL BE EQUIVALENT TO ONE HOMEWORK EVERY TWO WEEKS.**

**IN MUSIC VARIOUS TYPES OF HOMEWORK WILL BE SET INCLUDING RESEARCH PROJECTS, LEARNING KEY FEATURES AND SOME PRACTICAL HOMEWORK. THESE WILL BE ATTACHED TO EACH UNIT OF WORK AND THE LONGER PIECES WILL BE SET OVER SEVERAL WEEKS. HOMEWORK WILL BE SET AS AND WHEN APPROPRIATE.**

**DESIGN TECHNOLOGY IS TAUGHT IN MIXED GROUPS RATHER THAN AS FORMS BUT STUDENTS WILL RECEIVE 2 PIECES OF HOMEWORK PER ROTATION.**

**ONE SCIENCE HOMEWORK (BIOLOGY/CHEMISTRY/PHYSICS) WILL BE SET PER WEEK**

# Google Classroom

## Google Classroom

Students should be checking this daily.

Keep up to date with homework and when it's due.

Keep track of what's going on and when – plan your time!

## Class Charts

- Behaviour
  - Value points (positive and negative)
- Detentions
  - Homework
  - Behaviour

The screenshot displays the Google Classroom interface. The top section shows a grid of class cards for various classes, including Year 8 2023/2024, Class 2023-8E, Class 2023-8T, Class 2023-8R, Class 2023-8O, Year 7 Netball 23/24, Phys-Ed-HR-2023-0..., and Phys-Ed-HR-2023-0... Below this, a 'To review' section is visible, showing a list of tasks with columns for 'No due date', 'Work in progress', 'Turned in', 'Assigned', and 'Returned'. The tasks listed include 'Test', 'Acceptable Use Policy', 'Transition tasks', and 'Hoodies options'.

Task	No due date	Work in progress	Turned in	Assigned	Returned
Test	58	20	14	18	0
Acceptable Use Policy			16	14	0
Transition tasks			12	18	0
Transition tasks			14	19	0
Transition tasks			4	28	0
Transition tasks			11	22	0
Transition tasks			8	23	0
Hoodies options			9	9	0

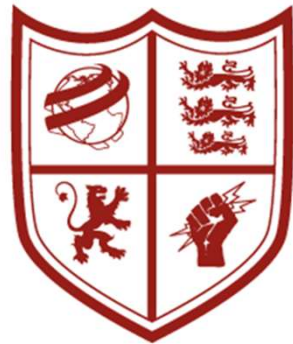


# Support in school

- Form Tutor
- Pastoral managers
  - Mrs McDonald and Mr Ritchie
- Progress Leader
- Any staff member
- Jessica (counsellor)
- The Hub
- Bee Heard
- The Hive



**Ready Respectful Safe - Successful**  
H Dolphin  
Assistant Headteacher Student Welfare and Support  
[h.dolphin@stretfordgrammar.com](mailto:h.dolphin@stretfordgrammar.com)



**Stretford**  
Grammar School

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# Stretford Safeguarding

HT – Mr Mullins

DSL – Mrs Dolphin

DDSLs-        Mr Price  
                    Mr Marshall  
                    Miss King  
                    Mr Ritchie  
                    Mrs McDonald

# Getting in touch

- [PastoralKS3@stretfordgrammar.com](mailto:PastoralKS3@stretfordgrammar.com)

Safeguarding, behaviour, wellbeing



In order to best support your child and keep him/her safe, it is essential that the information we hold on them is up to date and accurate. This is especially important for medical information and contact details. We would be very grateful if you would log onto SIMS Parent and review the data we have on record carefully. Please make any changes required and update any information, which is not accurate. There is information on our website on using SIMS Parent under Parents. We will be reminding you termly to review this important information.



# Stretford Help

| Help with school IT Systems and Services

## Notice from SGS IT Services



Parents / Students: Should you need further IT assistance that cannot be resolved by following the guides, please contact [studenthelpdesk\[at\]stretfordgrammar.com](mailto:studenthelpdesk[at]stretfordgrammar.com).

**PARENT  
GUIDES**

**STUDENT  
GUIDES**

**STAFF  
GUIDES**

**IT COULD**

**HAPPEN HERE**

# What are the risks for Year 9s?

## Possible indicators of someone involved in County Lines

Returning home late, staying out all night or going missing

Change in friendship group

Increasingly disruptive or aggressive behaviour

Carries a weapon

Coming home with injuries or looking dishevelled

Being secretive about who they are talking to and where they are going



Being found in areas away from home

Having hotel cards or keys to unknown places

Unexplained absence from school

Travel documents, rail tickets, taxi apps on mobile phone

Using sexual, drug related or violent language

Loss of interest in previous hobby

New mobile (and often ringing/receiving messages)

Having more than one mobile

Unexplained wealth or new clothes, new jewellery

Increased drug use and or finding drugs on them

Finding condoms or lubricant (which may be used for the transportation of drugs internally...known as plugging)

## Why is my child vaping?

The reasons children and young people try vaping are similar to any other drug or substance:

- To fit in. Many young people feel pressured to do what their friends are doing. Social status is seen as being very important to teenagers.
- To relieve stress. Young people are often under a lot of stress, from school, work, and relationships. Nicotine can have a temporary calming effect.
- Curiosity. They have probably seen or heard about other people vaping and want to know what it's like.

Vaping has an extra appeal for children and young people because:

- They come in sweet smelling flavours and bright colours.
- They see them as less harmful than smoking because of the messaging about them helping people to stop smoking.
- They are more discrete than smoking because the smell doesn't last as long and they can be easily hidden.

## What are the risks of vaping for children and young people?

- The short-term side effects of vaping include throat and mouth irritation, headache, cough and feeling sick.
- The long-term effects of vaping are still unknown, they are still too new for there to have been proper research.
- Nicotine is highly addictive. There is also a risk when non-smokers try vaping, they might move on to try more harmful cigarettes and drugs.
- There are also illegal vapes being sold that contain dangerous levels of lead, nickel and chromium.

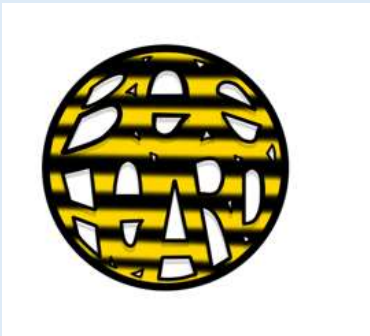
<https://parents.actionforchildren.org.uk/behaviour/challenging-behaviour/im-worried-about-my-child-vaping/>

# Key Points

- You know what your child is doing
- You know the kinds of things they are accessing, who they are mixing with on and off line. Think “It could happen”
- Agree on boundaries
- Keep communicating and encourage them to communicate



- **Aspiration**
- **Respect**
- **Endeavour**



Violence #NeverOK      Sexual Harassment #NeverOK      Abuse #NeverOK

BULLYING #NEVEROK      RACISM #NeverOK      DISCRIMINATION #NeverOK

Homophobia #NeverOK      Transphobia #NeverOK      Sexism #NeverOK



# Students

HOME > STUDENTS > WELLBEING

## In This Section

[Reporting a Concern](#)

## Wellbeing

Student well being and mental health is of the utmost importance. Within scho curriculum and we are also part of the Oxford Myriad project which has result important part of the curriculum. Whilst in its infancy, the data suggests that i wellbeing of teenagers and we are proud to be a partner in such a vital area of

### Oxford Myriad Project

We recommend the following resources for support but if you need to speak to form at the end of this page:

Five ways to Wellbeing:

[Stop, Breathe and Be : .b](#)

# Family agreement

A great way to start positive family conversations around safe and responsible internet use, and to agree clear expectations and boundaries.

## Things to consider

### ▶ Getting started

- What do we enjoy doing online?
- What apps, games and websites do we use the most?
- What devices, tech, toys or games do we have with internet access?
- Do we already have any rules about use of tech we want to include in our family agreement?

### 🕒 Managing time online

- How long do we spend on our devices?
- How does it feel when we use tech for too long?
- How do we know when our screen use is interfering with family life?
- What can we do to help avoid overusing tech?

### ✈️ Sharing

- What is or isn't okay to share online?
- What should we check before posting images and videos online?
- How do we keep personal information belonging to ourselves and others safe?
- Do we need a family email address to use when signing up to new accounts?
- Do we know how to use privacy settings and strong passwords, and why these are important?
- How can we use features like livestreaming and disappearing content safely?

### 🔍 Online content

- What can we do if we see something online which seems unreliable or untrustworthy?
- When is it okay to download files, games or apps, or click on a link?
- Do we know what the age requirements, or ratings, on the games and apps we use mean?
- Do we need any restrictions on making in-game or in-app purchases?
- Which websites are okay for us to use?

Use the questions below to help guide your conversations, focusing on those most relevant for your family.

Turn over the page for a template where you can record your agreements and expectations in writing.

### 💬 Communicating online

- Who can we talk/chat/play games with online? Do we only know them online, or offline too?
- How can we keep ourselves safe when communicating with people who we only know online?
- How can we be a good friend when we are online?

### ⚠️ If things go wrong

- What can we do if we feel uncomfortable or upset by anything we see or hear online?
- What should we do if someone we only know online asks us for photos, to meet up, or to share personal information?
- Do we know where the report and block buttons are online?

### ✅ To finish...

- How could parental controls help our family?
- What will happen if one of us breaks the family agreement?
- When should we review our family agreement?

Once you've talked about your family's use of technology and the internet, think about what simple steps you can take going forward.

<https://www.childnet.com/resources/family-agreement>

# Family agreement

Use this template to put your agreement down in writing. Why not display it somewhere at home like on the fridge or a noticeboard?

Who is this agreement for?

## Top tips

- 1 Make sure that both adults and young people are open to changing their online behaviour as a result of your agreement.
- 2 Consider your tone. Are you focusing on negative behaviour or promoting positive behaviour?
- 3 Make sure your agreement works for your whole family and everyone is happy with it.
- 4 Review your agreement in the future to make sure it reflects the current needs and ages of your family.

## We agree to...

E.g. Be kind and respectful online.

## Who is responsible for this?

E.g. We will all make sure we only post kind comments.

What happens if someone doesn't follow the agreement?

How long will our agreement last for and when will we review it?

Signatures



For further advice and resources, visit [www.childnet.com/have-a-conversation](http://www.childnet.com/have-a-conversation)  
@childnetinternational @childnet



Co-financed by the European Union  
Connecting Europe Facility

<https://www.childnet.com/resources/family-agreement/>

# Internet Matters

## My Family's **Digital Toolkit**

Enter your details to receive your personalised toolkit  
once you've completed the form.

 [How we use your data](#)

YOUR FAMILY NAME:

YOUR EMAIL ADDRESS:

<https://www.internetmatters.org/>

## Get your personalised online safety toolkit in a few easy steps

- Answer some simple questions about your children's digital habits (takes just a few minutes)
- Provide an email address to receive your own personalised online safety toolkit

### Use the toolkit to:

- Get age-specific advice to support your children online
- Learn about popular apps and platforms your children use
- Get information about how to deal with any online safety concerns
- Get recommendations for digital tools to support their interests and wellbeing



<https://www.internetmatters.org/digital-family-toolkit/>

Remote Desktop Web Client x Dolphin - helen.dolphin140968@ x +

internetmatters.org/hub/dwt\_results/1662972570/

Sign in to your acco... Stretford Grammar... Sign in to your acco... Google Maps MFL Craft @Botone... Online UniConverte... Wheel of Names | R... School

internetmatters.org In partnership with BT

About us Inclusive Digital Safety Search


ONLINE ISSUES ADVICE BY AGE SETTING CONTROLS GUIDES & RESOURCES NEWS & OPINION SCHOOLS RESOURCES

You are here: [Home](#) > [Dolphin - helen.dolphin140968@gmail.com](#)


## Here is the Dolphin Family Digital Toolkit

We've organised the resources by age and things you can do with a little or a lot of time on your hands. Use the age-specific dropdown and navigate; Things to do now, Things to explore further and Longer reads tabs to explore the resources.


For your children aged: 14+ ▲



Things you can do now.



Things to explore further.



Longer reads to support your child.

In the next 5 mins, read up, watch and learn about what you can do to help your child feel more confident on! ... ies they

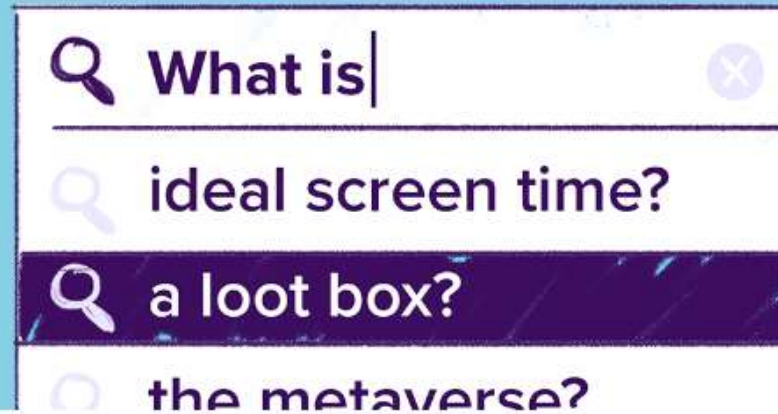
Type here to search

16°C 09:53 12/09/2022 ENG

# Understanding what they are doing/accessing



# pz LIBRARY



## **It's not easy being a parent in the digital age**

It can be daunting to feel you have no life experience to fall back on, because your child explores online spaces you could have never imagined at their age.

But the good news is you already have a lot of what you need to be a parent in the digital world. You can afford to be confident.

<https://parentzone.org.uk/library>

## What do parents need to be aware of?

### Age restrictions

Snapchat states that young people under the age of 13 years are not able to create an account. However, there is no strict age verification in place when signing up to the app, allowing underage children to sign up by giving a false date of birth.

### Privacy settings

By default, only 'Friends' can make direct contact or view a user's story. However, users can change their profile to 'public, which means that anyone can view your stories and Snapchat users you haven't added will be able to send you images and messages.

In August 2022 Snapchat introduced their '**Family Center**', an in-app tool that allows parents to see who their children have been speaking to (and how frequently they communicate). The Family Center will not, however, reveal the content of any messages.

### Inappropriate content

Because of the 'disappearing' effect of images, Snapchat has been used for **sharing inappropriate images. The momentary nature of Snapchat can mean that young people may be more inclined to take images on impulse that they might later regret.**

It's important to remember that images can be screen-shotted or recorded with another device, perhaps against the wishes of the sender.

Like many other apps, there is a concern that strangers can contact young people directly by sending images and requesting to become 'friends'. You can set the privacy settings so that you can only receive Snapchats from 'friends' rather than 'Everyone'.

## Geolocation

Snap Maps allows snapchat 'friends' to see where your child is. The locations are quite accurate, even revealing the street you're on.

Snap Maps is switched to 'off' by default, but when you set it up you have the option to choose between four different settings: 'ghost mode', which means no one can see your location, 'friends', which includes all your current friends and whoever you may friend in the future, 'only these friends', which allows you to set up a list of friends who can see your location, and 'friends, except...!' which allows you to set up a list within your friends who won't be able to see your location.

It is advisable that geo-location should be kept private by disabling location for Snapchat in settings or switching on 'ghost mode'.

## Artificial intelligence

In 2023 Snapchat announced that their AI chatbot 'My AI' would be made **freely available to all users**. Like other AI chatbots, users can 'chat' to My AI – asking it all sorts of questions they'd like answers to, requesting custom-made images and visual content, and even asking for cooking recipes based on a picture of bits they've got in the fridge.

This sort of 'generative AI' relies on data and complex algorithms – the rules that tell computers and software how to operate – to respond to the instructions which a user provides.

And although tools like AI chatbots have lots of great uses, they're a technology that's rapidly developing and they definitely aren't risk-free. Younger users might be provided age-inappropriate answers to questions they ask, and the image-creation tools of My AI could be used for things like bullying and harassment.

If you're happy with your child using Snapchat without the My AI feature it's possible to delete the chatbot. This can be done by selecting the 'My AI' user, tapping 'Chat Settings', and then tapping 'Clear from Chat Feed'. Note however that it may be possible for children to redownload My AI.

**Minutes after opening a Snapchat account pretending to be a 15-year-old girl, I'm amazed at what I see.**

Drugs seem to be readily available - just a couple of clicks away. I thought this world was hidden and hard to access, but it is so easy to find.

I've gone undercover online to investigate how drug gangs use social media to groom children.

The fake account is for a 15-year-old girl called Mia.

Setting up Mia's account, I've not gone looking for drugs - or followed any accounts that seem criminal.

I've only followed accounts a teenager might, like musicians or funny videos.

On one account, which posts videos of people messing around with cars and motorbikes, I click on a story and up pops another app called Telegram.

On it is a page trying to sell drugs including cocaine and ketamine.

- **'I was a drugs courier at 11 - why did nobody save me?'**
- **'Your whole family's gonna end up dead'**
- **Watch Saving the Kids from County Lines on BBC iPlayer**

I am shocked that this content is so readily available, even though I set up this account posing as a child.

Snapchat said using its platform to buy or sell drugs was illegal and it proactively moderates content to detect and prevent any dealing.

# WhatsApp

Everything you need to know about the popular messaging service.

[Read more](#)



# What do parents need to be aware of?

## Age restrictions

In Europe and the UK, the minimum age of use for WhatsApp is 16 years old. It had previously dropped to 13 years old but in April 2018 returned to 16, as a response to data-protection legislation.

Like many age restrictions on social media apps, some children may choose to ignore this and sign up for WhatsApp when they're younger.

WhatsApp's main purpose is to send messages to friends. It isn't public in the same way that Twitter is, and people can only message friends who are already added on their phone. As long as a child only has trusted people as contacts on their phone, it is a relatively safe social media app.

The main thing to discuss with them is how to act in group chats, as here people not in their contacts will be able to see all the messages and send them messages.

## Step by Step instructions

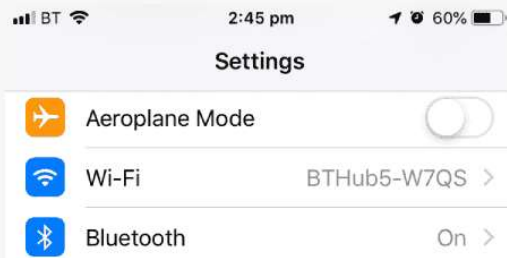
Enable Screen Time  
Managing in-app purchases in screen time  
Guided access  
Prevent web content  
Restrict Siri web search  
Restrict game centre  
Turn off tracking  
Allow changes to privacy settings  
Allow changes to other settings and features  
How to use Focus mode

1

### Enable screen time

Using Screen Time to set content privacy restrictions and manage in-app purchases

Go to "Settings" and tap "Screen Time".



### Search for Guides

Use search to find device, platform and networks guides or [let us know](#) if you still can't find a guide.

### Need to know more?

Follow these links to learn more or download this information.

DOWNLOAD  
PDF

VISIT APPLE

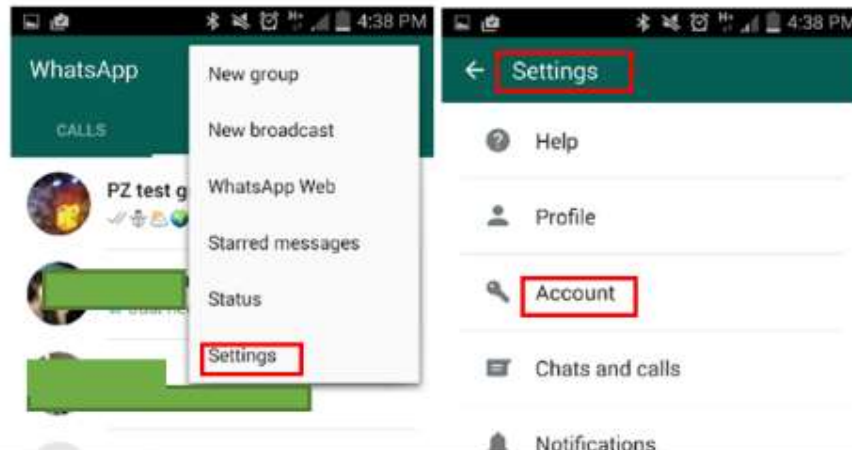
- <https://www.internetmatters.org/parental-controls/smartphones-and-other-devices>

## Privacy settings

The app has a default privacy setting which allows anyone else on WhatsApp to view the user's profile photo, status and when they last used the app.

It's easy to change this setting to specify that the WhatsApp profile is only seen by 'My contacts' or 'Nobody' making the app feel a lot safer for younger users. You can also manage any blocked contacts.


In August 2022 WhatsApp announced some **additional privacy features**, including the ability to leave group chats 'silently' without notifying other members (excluding admins), extra control over who sees your 'online status', and the blocking of screenshots for View Once messages.





## Building Stronger Communication With Your Child - Free Class

 Thursday, 21st September 2023

 7.30pm

[Book Now](#)

*Our parent/ carer class gives you the opportunity to ask questions about your child's behaviour and listen to expert ideas and inspiration.*

- <https://www.myfamilycoach.com/>

## **CONVERSATION STARTERS**

*Do you see  
online and offline  
as different  
worlds?*

*In what ways  
does being  
online make life  
better for you?*

*How does being online  
help you feel connected  
to others?*



# School Counsellor

- Mon-Fri
- 1 hour appointments weekly or fortnightly
- Confidential Service
- What is discussed is only shared if there is a safeguarding issue
- Students/parents/staff can make a referral



# Trafford Thrive in Education

## *Introducing your team*



Jen Hickman  
She/her

I am the Mental Health Practitioner allocated to your school. I am a qualified Education Mental Health Practitioner. I have experience working in mainstream and specialist primary and secondary schools. My email address is [jennifer.hickman2@nhs.net](mailto:jennifer.hickman2@nhs.net)



Kate Pulford  
She/her

I am delighted to be the Education Mental Health Practitioner allocated to your school. My background includes working with children and young adults with autism in an educational setting. My email address is [kate.pulford@nhs.net](mailto:kate.pulford@nhs.net)

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=YWmGTXZZtkw>



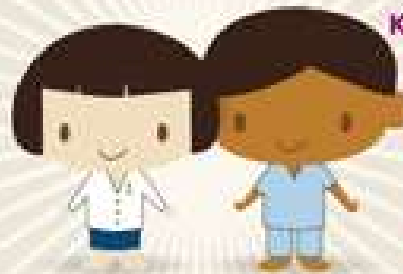
These are some of the issues that TTT could help you with but there may be other things you would like help with so please make contact:

- Dealing with times of change
- Your child's self-esteem and confidence
- Your child's school attendance
- Challenging behaviour
- Family relationships
- Financial difficulties
- Parenting strategies
- Understanding your child's development

# Your School Nursing Service

Someone you know and can trust...

Your School Nursing Service can work both in and out of School to help provide or find you support about:



**Keeping Healthy**

**Immunisations**

**Emotional Health**

**Weight Management**

**Sexual Health**

**Drugs and Alcohol**

**Smoking**

We can also help make sure that young people with disabilities, long term illness, or other needs can receive extra support when they need it. If we can't provide the help ourselves, we will connect you with someone who can.

## Confidential

We provide a confidential service. This means that you can discuss personal information or problems. We will not discuss your personal information with anyone else without your permission. We include confidential health care about you and your information online to protect you in situations that have serious risks. However, we will not discuss this with you first.

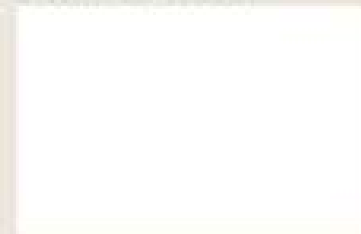
## Qualified

Our School Nurses are qualified health care professionals who are qualified to provide you with quality personal care services. We will not discuss this with you first.

## Non-Judgemental

We will not judge you.

**When and Where can I Access my School Nursing Service?**



# Free, safe and anonymous online counselling and support

"I don't think I could've spoken  
to someone face-to-face."



Chat to our  
friendly counsellors



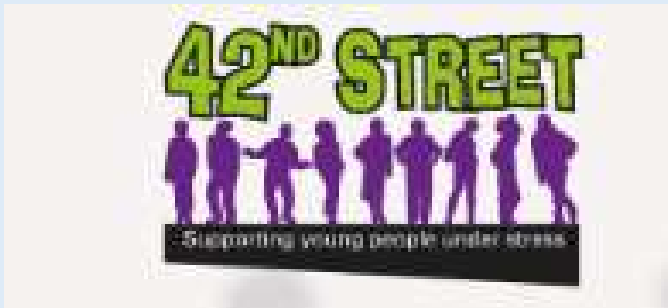
Read articles written  
by young people



Join live  
moderated forums

**kooth**

[www.kooth.com](http://www.kooth.com)



# SEND

- Parent Forum
- Contact  
[SENDepartment@stretfordgrammar.com](mailto:SENDepartment@stretfordgrammar.com)
- Information Report
- Trafford Local Offer



**LET'S  
KEEP  
IN TOUCH**

# Personal Development

PSHE, RSE  
and Work Related Learning



# PSHE Topics This Year

Term	Topic	Content
Autumn Term 1	Stress Management	Students will investigate the causes of stress and the link to the fight or flight mechanism in humans, Students will investigate the link between anxiety and stress and the importance of sleep.
Autumn Term 2	Careers Options at 14 and 16	All students follow the Which Way Now? Programme to support them in assessing skills and qualities in relation to Option choices. Students will look at current employment data and the world of work.
Spring Term 1	Relationships and Sex Education	This unit investigates the concept of consent within a relationship and how consent may be given and withdrawn. Students will look at the various forms of contraception and the role of sex in a loving, long term relationship.
Spring Term 2	The Media and Relationships	Students will investigate the portrayal of relationships in film and on TV and the age appropriateness of this. They will study how the media influences their own relationships and how it may lead to false or unrealistic expectations.
Summer Term 1	Coping Strategies	Building into Unit 1 in Year 9 students will look at how stress management can help mental health. They will investigate the link between stress management, coping strategies and how to combat trolling and sexualisation on line.
Summer Term 2	Financial Awareness	Students will focus the study on their own relationship with money, beginning with wants and needs and encompassing the use of budgeting and managing money. Money role models will be presented to help place learning in context.

# Relationships and Sex Education - Statutory

## Questions that will be dealt with:

- How can we ensure that we stay safe in a sexually active relationship?
- How can we ensure that we show respect for all aspects of our body?
- What effects can vaping and alcohol have on our emotional and physical well being?
- How does the media portray vaping and alcohol to young people?
- What forms of contraception are there and how are they used?
- How is contraception a part of a loving and caring relationship?

## Knowledge and Understanding:

- What key terms mean
- Natural and artificial forms of contraception
- How to use various forms of contraception
- The relationship between contraception and STIs
- The impact alcohol can have on sexual decision making
- The issues to our health of vaping and alcohol



# Work Related Learning

Year	Topic	Content
7	Careers - skills	Students will review the skills they have developed over Year 7 and relate them to the world of work. Students will investigate how the world of work is changing and the place their skills will have in the workplace.
8	Careers - Economic and Financial Well Being	Students look at how bank accounts, debit/credit cards operate and the concept of debt and how to avoid debt. Students will then investigate the concept of fraud and build on their work of staying safe on line in terms of cyber fraud and phishing scams for financial gain.
9	Careers - Options at 14 and 16	All students follow the a programme to support them in assessing skills and qualities in relation to Option choices. Students will look at current employment data and the world of work.
9	Financial Awareness	Students will focus the study on their own relationship with money, beginning with wants and needs and encompassing the use of budgeting and managing money. Money role models will be presented to help place learning in context.
9	Careers Fair – 7 <sup>th</sup> December	Students and parents will be invited to speak to a variety of Post 16 providers and industries and to attend talks delivered by colleges and universities – to explore pathways and to think about future options



Year 9  
GCSE  
Options

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# The Core

English  
Language  
& Literature

Mathematics

Language – possible core

Religious  
Studies

Science

Science – Combined or  
Triple

Physical  
Education

PSHE

PSHE & PE – non exam

Options – choose 4 Subjects

Choice 1

Geography

History

# Options



Art



Business



Computer  
Science



Drama



Food &  
Nutrition

# Choice 2-4



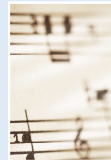
French



Geography



History



Music



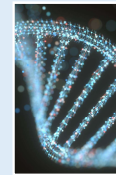
Product Design



PE GCSE



Spanish



Science (Triple)



Science  
(Combined)

# Example

## **Student 1 – 10 exam subjects**

1. English Language
2. English Literature
3. Maths
- 4,5,6 - Triple Science - 3 GCSEs
  - Biology
  - Chemistry
  - Physics
- 7 . Religious Studies
8. Geography
9. Business
10. Computer Science

PSHE

Core PE

## **Student 2 – 10 exam subjects**

1. English Language
2. English Literature
3. Maths
- 4,5 - Combined Science - 2 GCSEs
  - Grade 1
  - Grade 2
6. Religious Studies
7. History
8. Art
9. PE GCSE
10. French

PSHE

Core PE

# Options Key Dates

7<sup>th</sup> Feb 24

- Options Evening

19<sup>th</sup> Feb 24

- Options Forms Returned

# Assessment and Reporting

# Assessment

- Students will sit a mid-year and an end of year test for most subjects.
- This is because by having specific assessment windows it allows us to make our plans more transparent to parents, support students with tutor time sessions on effective assessment preparation, and allows us to ensure that data is reliable by having rigorous moderation processes.
- It also means that major assessments are not spread throughout the year reducing pressure on students.
- Practical subjects (Drama, Art, Music, PE, DT, and Computing) will deliver practical assessments within lessons.

# Year 9 Assessment Windows

Mid Year – week beginning 18<sup>th</sup> December

End of Year – week beginning 3<sup>rd</sup> June

# Reporting

- Data from tests will be reported back as a percentage. This is because percentage data is easily understood by everyone.
- With no nationally recognised levels or grades to benchmark from, or a meaningful way to compare grading across subjects, this percentage will be contextualised via a cohort average and a descriptor.

# Reports

- In the Autumn term, parents will receive a report based on attitudinal indicators only; there will also be data on attendance and punctuality.
- In the Spring and Summer terms parents will receive the following: KS3 attainment for the Mid-Year and End of Year Test via a percentage and a cohort average, as well as an attainment grade to contextualise performance. This gives an indication of performance relative to the rest of the cohort and provides parents with an indication of their child's overall attainment.
- The summer term will have the addition of a full form tutor report, and Progress Leader's report, that will provide a holistic overview of performance across the subjects, as well as commenting on other aspects of a child's education such as commitment to extra-curricular activities, and how well the student displays the school values of Ambition, Respect and Endeavour.

Attainment Indicator	Attainment Descriptor
1. Exceptional	The student has performed <b>exceptionally</b> well in all aspects of the curriculum covered in this subject so far. Their knowledge, understanding and skills are <b>excellent</b> . Their performance is usually <b>well above average</b> .
2. Proficient	The student's performance is <b>proficient</b> all aspects of the curriculum covered in this subject so far. Their knowledge, skills and understanding are <b>at least good and often excellent</b> . Their performance is usually <b>above average</b> .
3. Secure	The student's performance has been <b>secure</b> in all aspects of the curriculum covered in this subject so far. Their knowledge, skills and understanding are <b>at least good</b> . Their performance is usually <b>in line with the average</b> .
4. Inconsistent	Whilst capable, the student has performed <b>inconsistently</b> , showing <b>competence in some, but not all</b> , aspects of the subject's curriculum so far. Their performance is <b>usually just below the average</b> .
5. Limited	Whilst capable, the student has shown a <b>limited</b> grasp of some of the subject curriculum so far. Knowledge, skills and understanding can <b>often contain gaps</b> . Their performance is usually <b>well below average</b> .

# Attitudinal Indicators - Homework

Attitudinal Grade	Homework
1. Outstanding	Students display the school values of <i>endeavour</i> and <i>ambition</i> by producing work to an exceptional standard that is <i>always</i> submitted on time that goes <i>above and beyond</i> that completed by their peers.
2. Good	Students display the school value of <i>endeavour</i> by completing homework to an expected standard and <i>always</i> submitting it on time.
3. Requires Improvement	Students do not <i>consistently</i> display the school value of <i>endeavour</i> . Some homework has not been completed to the expected standard <i>and/or</i> has not been submitted on time

# Attitudinal Indicators - Classwork

<b>Attitudinal Grade</b>	<b>Classwork</b>
1. Outstanding	Students display the school values of <i>endeavour</i> and <i>ambition</i> by <i>always</i> producing classwork to a high standard that goes <i>above and beyond</i> that of their peers.
2. Good	Students display the school values of <i>endeavour</i> by completing classwork that is <i>always</i> complete to the expected standard.
3. Requires Improvement	Students do not display the school values of <i>endeavour</i> . Some classwork is incomplete <i>and/or</i> is below the standard expected

# Attitudinal Indicators - Behaviour

<b>Attitudinal Grade</b>	<b>Behaviour</b>
1. Outstanding	No behavioural points have been recorded by the student in lessons for this subject this term. The student <i>always</i> gives their <i>best effort first time</i> and <i>always</i> acts as an ambassador for the school value of <i>respect</i> in their interactions with staff, and with others, that goes above and beyond that shown by their peers.
2. Good	No behavioural points have been recorded by the student in lessons for this subject this term. The student acts as an ambassador for the school value of <i>respect</i> in their interactions with staff, and their peers.
3. Requires Improvement	Behaviour points have been lost for this subject this term. There have been some interactions with staff, or others, that fails to display the school value of <i>respect</i> through breaching aspects of the school's behaviour code.

## Year 9 Attainment and Attitude 3

Name: XXXXXXXXXX  
 Form Tutor: XXXXXXXXXX

Form: XXXXXXXXXX

	<<<<<<<< January 2023 >>>>>>>>						<<<<<<<< June 2023 >>>>>>>>					
Subject	Subject Percentage	Year Group Average %	Attainment Descriptor	Homework	Classwork	Behaviour	Subject Percentage	Year Group Average %	Attainment Descriptor	Homework	Classwork	Behaviour
Art	76	79	Secure	3	2	2	76	76	Secure	3	2	2
Computing	95	61	Exceptional	1	1	1	86	68	Proficient	1	1	1
Design Technology	70	66	Secure	3	2	2	70	71	Secure	2	2	2
Drama	50	61	Inconsistent	1	1	1	70	66	Secure	1	1	1
English	70	69	Secure	2	2	2	76	72	Secure	2	2	2
Geography	69	64	Secure	2	2	2	78	73	Secure	2	2	2
History	59	63	Inconsistent	2	2	2	52	61	Inconsistent	2	2	2
Mathematics	82	69	Proficient	2	2	2	89	74	Proficient	2	2	1
Music	75	73	Secure	2	2	1	86	75	Proficient	1	2	2
Physical Education	73	71	Secure	2	2	2	54	62	Secure	2	2	2
PSHCE				2	2	2				2	2	2
Religious Studies	80	80	Proficient	2	2	2	73	70	Secure	2	2	2
Science	83	70	Proficient	2	2	2	90	73	Exceptional	2	2	2
Spanish	56	68	Inconsistent	2	2	1	78	71	Secure	2	2	1
Attendance						Lates						
97.0 %						4						

# Parent's Evening

- There will also be a Parents' Evening over the course of the year.
- Year 9 - 31<sup>st</sup> January 2024

# EFA (Embedding Formative Assessment) Project: September 2023



- Invited to be part of a classroom-based project run by EEF and SSAT
- Trialled with 25,000 students in 140 schools
- Proven to make a 25% increase in students' progress ( 2 months)
- Builds on what we already do in the classroom
- Full staff involvement
- 2-year project

## So, what is Formative Assessment?

- Classroom techniques to check that students are understanding and learning the curriculum/the specification
- Summative assessment: end of the process
- Formative assessment: during the process

Using evidence of achievement to adapt what happens in classrooms to meet learner needs

## What does it look like in the classroom?

- Retrieval Practice at the start of lessons
- Learning Intentions
- Questioning and more questioning
- Mini whiteboards
- The visualiser
- Modelling and scaffolding
- Students acting on feedback on their work
- Students knowing what success looks like, how they are doing, what they need to work on to get there

Using evidence of achievement to  
adapt what happens in classrooms to  
meet learner needs

**A date for your diaries !**

**PTA Food Fair**

**Thursday 16<sup>th</sup> November**

**6pm – 8pm**

**More information to follow !**