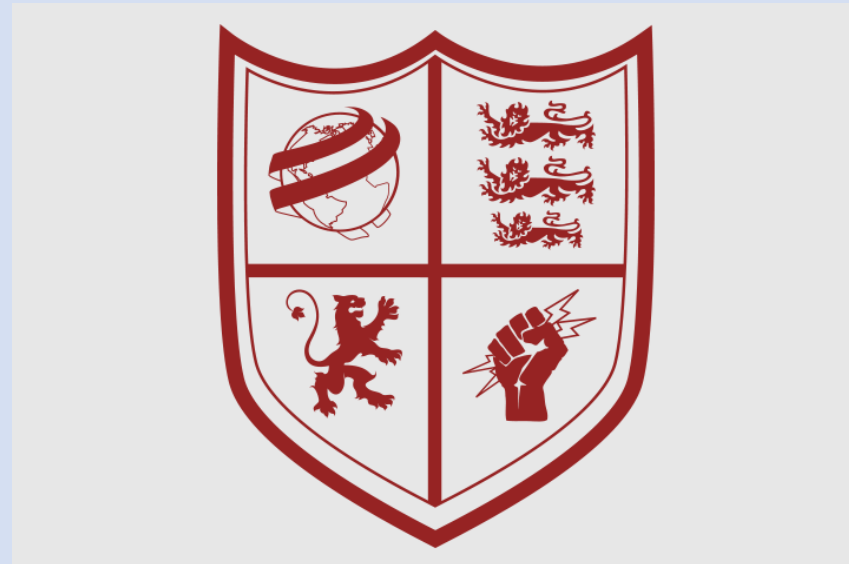


Year 9 Information Evening

Progress Leader: Mr Crowley
d.crowley@stretfordgrammar.com

21st September 2022





WELCOME

The word "WELCOME" is rendered in a bold, white, sans-serif font with a thick black outline, giving it a 3D appearance. It is centered on a solid orange background. Above and below the text are two symmetrical sunburst patterns, each consisting of approximately 15 thin, black, radiating lines of varying lengths, creating a dynamic and energetic feel.

Form Tutors / Contact info

9E	Mr Lea	c.lea@stretfordgrammar.com
9O	Miss Rawlinson	h.rawlinson@stretfordgrammar.com
9R	Mrs Lea	r.lea@stretfordgrammar.com
9S	Mr. Howell	s.Howell@stretfordgrammar.com
9T	Mr Whiting	t.Whiting@stretfordgrammar.com

YEAR 9: WHAT TO EXPECT...

- GCSE adjacent content – Sciences, MFL, RE, English GCSE Prep skills
- Options
- Higher level critical thinking and application skills
- More demanding homework
- Higher expectations from teachers
- Good attendance and punctuality/ good routines
- Focus on POSITIVE behaviour
- Changes as adolescence progresses...

What should your child be aiming for in Y9?

- 1. Work Hard From The Get-Go
- 2. Stay Positive – learning is a process
- 3. Find A Good Place To Study
- 4. Keep On Top Of Homework
- 5. Review their work intermittently so they can see connections between lessons
- 6. Think about what they want to do/the strengths that they have and make sure this drives their GCSE choices
- 7. Get A Good Study-Life Balance

How can I support my child:

WHAT
CAN  DO?

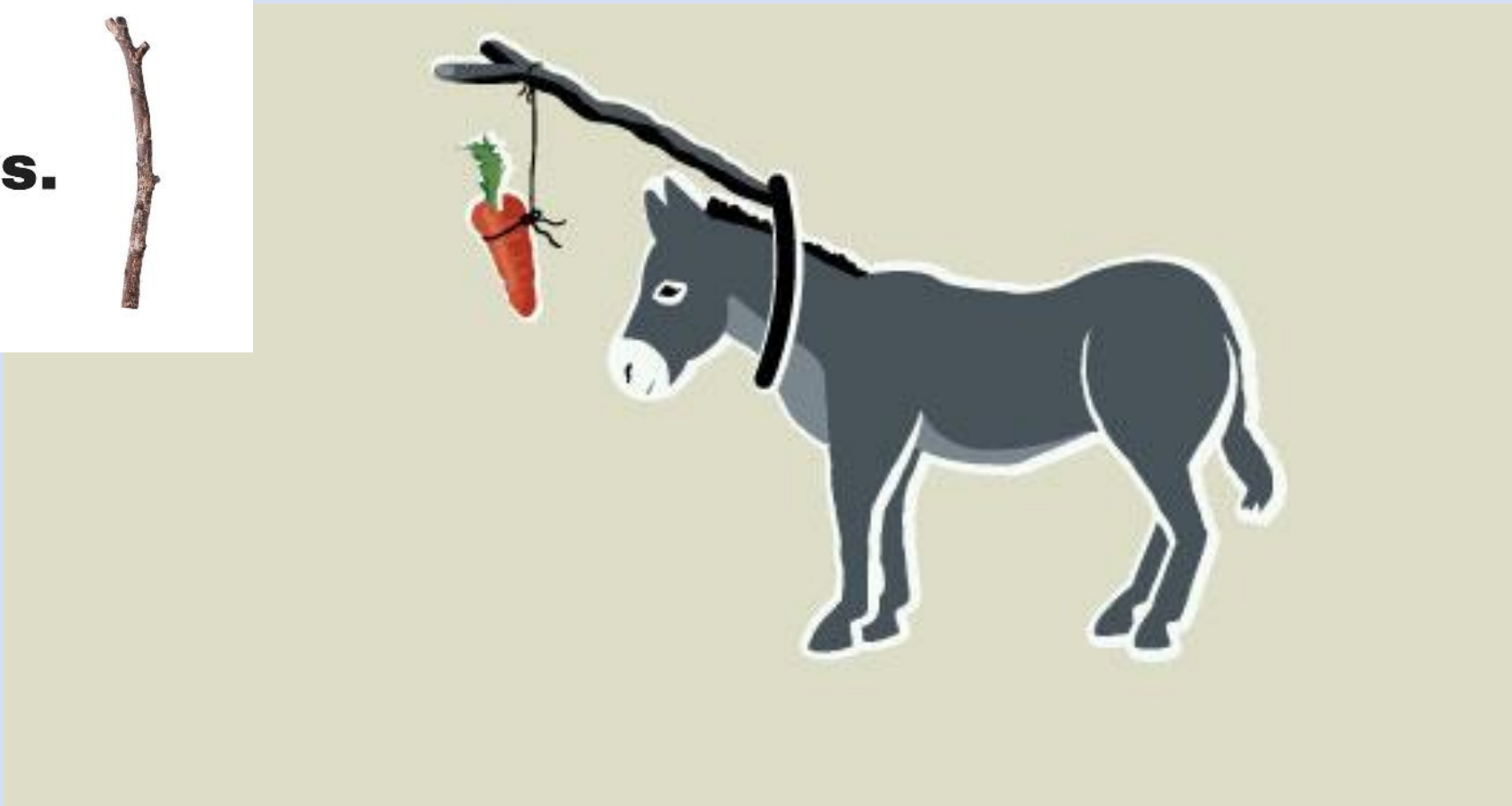


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WHAT YOU CAN DO...

- **Monitor homework** through Google Classroom
- **Encourage** and **support** your child to be in **ON TIME** and in EVERY DAY!
- Be aware of your child's **SOCIAL MEDIA** accounts and usage
- *Help them to formulate a **structure** for study and leisure time*
- **Communicate** *any* concerns that you have with us

The carrot works better than the stick



Allow Balance



Agree the balance between work and social life and stick to the agreement. Again, flexibility is the key – if a special night comes up, agree that they can make up the work at a specified time

Don't Compare!



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Be Wise



If your child asks for your support, encourage them by helping them to see the difficulties in **perspective**. Teenagers often take an all or nothing 'catastrophic' approach to difficulties – "I've messed up this essay, I might as well give up."

How to help your teen to develop socially...

- Encourage your teen to take on ***new challenges***
- Encourage your teen to talk with a ***trusted adult*** about problems or concerns, even if it is not you
- Talk about ways to manage and ***handle stress***
- Provide consistent, loving ***discipline with limits***, restrictions, and ***rewards***
- Find ways to ***spend time together***

Mental Health



10 WAYS TO LOOK AFTER YOUR MENTAL HEALTH



Talk about your feelings



Keep active



Eat well



Take a break



Drink sensibly



Keep in touch



Do something you're good at



Accept who you are



Ask for help



Care for others



Mental Health
Foundation

[mentalhealth.org.uk](https://www.mentalhealth.org.uk)

Parents!

Behaviour – Detentions/Homework

Year 9 detention day is THURSDAY at 15.10 in E9

Level 1 detentions will be between 15 and 30 minutes long.

Level 2 detentions will be between 30 and 60 minutes long.

Students will be informed of these detentions in school by the previous Thursday and you will receive notification by letter or In Touch at that time.

Department areas will also issue detentions for missing or incomplete HOMEWORK. These will be held on Mondays/Tuesdays

All of these can be accessed on Class Charts.

Year 9 PHSCE Curriculum

- Social Media/Online Safety
- Careers/Options
- Sex Education/Relationships
- Alcohol abuse/Smoking
- Mental Health
- Media impact on relationships
- Financial Awareness
- Democracy/Being a good citizen



Key Dates (Provisional and subject to change)

November 4th 2022 – Year 9 Paris Trip

Week Beginning 12th December- Mid year Assessment Week

18th January – Year 9 Parents' Evening

8th February– Year 9 Options' Evening

20th February – Year 9 Options Evening Forms due in

Week beginning 8th May – End of Year Assessment Week

Week beginning 17th July – Active Learning Week (Camp)

Contact details:

d.crowley@stretfordgrammar.com

0161-865 2293 extension 243



THANK YOU

FOR ALL YOUR SUPPORT

Ready Respectful Safe - Successful

H Dolphin

Assistant Headteacher Student Welfare and Support

h.dolphin@stretfordgrammar.com



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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.



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Stretford Help

| Help with school IT Systems and Services

Notice from SGS IT Services



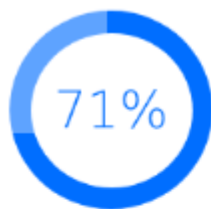
Parents / Students: Should you need further IT assistance that cannot be resolved by following the guides, please contact [studenthelpdesk\[at\]stretfordgrammar.com](mailto:studenthelpdesk[at]stretfordgrammar.com).

PARENT
GUIDES

STUDENT
GUIDES

STAFF
GUIDES

Mr Price -Safeguarding Lead
Mr Mullins
Mrs Dolphin
Mr Marshall
Mr Crowley



Device use

of children aged 12-15s who own a mobile are **allowed to take it bed with them** [↗](#)



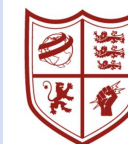
Biggest parental concern

Parents with children in this age bracket tend to have the **least awareness of what their child is engaging with online.**



Screen time management

of parents of 12-15s find it harder to **control their child's screen time** [↗](#)



What issues might affect teens?



Inappropriate content



Online grooming advice
hub



Cyberbullying advice hub



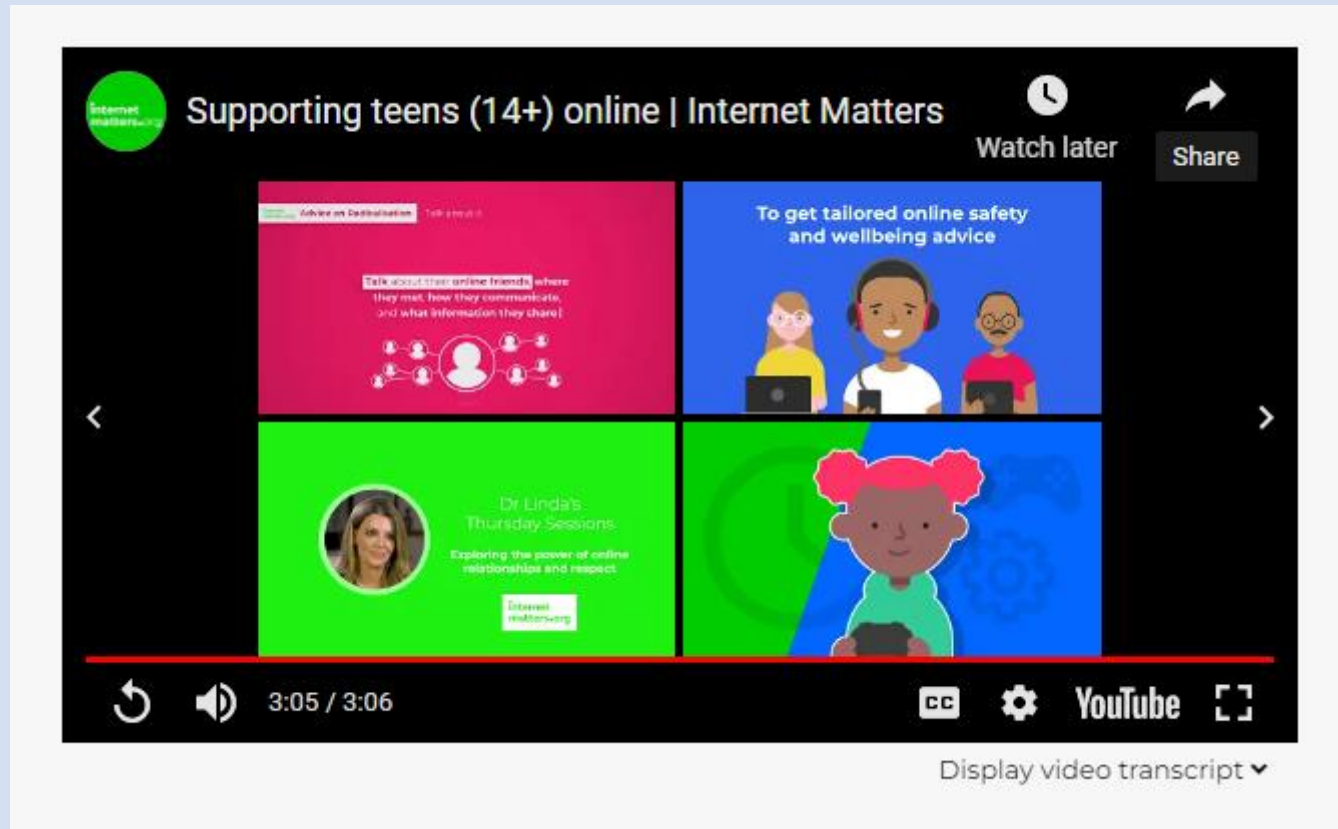
Online pornography



Online reputation advice
hub



Supporting Teens 14+



<https://youtu.be/CkISSdPKheM>

Support

Stay involved

Stay safe on the move

Keep their information private

Talk about online reputation

Be responsible

Don't give in



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Zipit

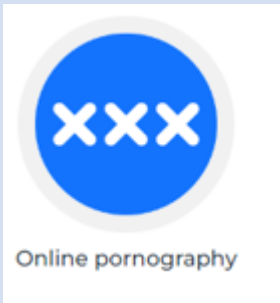
E-safety app to help teens deal with Sexting

Made by ChildLine, Zipit aims to help teenagers deal with difficult sexting and flirting situations. The app offers humorous comebacks and advice, and aims to help teenagers stay in control of flirting when chatting.

- Age: 12+
- Cost: Free
- Available on [Android](#), [iOS](#) and [Blackberry world](#) 



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<https://youtu.be/erLq0QGdWow>

CONVERSATION STARTERS

Why do you think so many relationships start online these days?

How would you know someone was flirting with you online?

Do your profile pics and posts matter when you're trying to attract someone?

Is it easier to meet someone you're interested in online? Why?




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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/>



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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



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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+ ^



5 MINUTES?





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...

Internet Matters

Online safety family agreement

Things to do together

Use this family agreement template to set some digital rules about tech use in and out of the home.



Download PDF

BACK
TO TOP

<https://www.internetmatters.org/connecting-safely-online/things-to-do-together-to-help-young-people-connect-with-others-safely/family-agreement-activities-to-do-together/>



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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
f@childnetinternational @childnet



Co-financed by the European Union
Connecting Europe Facility

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



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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>



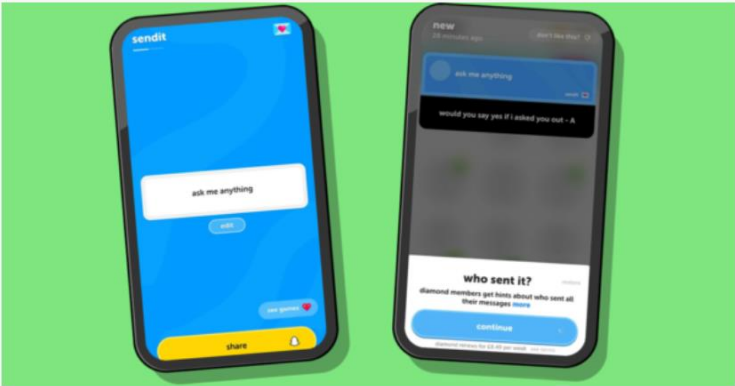
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What is the sendit app?



Internet Matters Team | September 16th, 2022

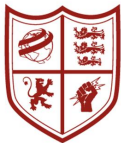
We work collaboratively across industry, government and with schools to reach UK families with tools, tips and resources to help children benefit from connected technology smartly and safely.



The sendit app has risen in popularity among young people, but just like other anonymous apps, it can put children at risk of exploitation and bullying. Learn how sendit and companion apps like it impact teens' social media experience.

YOLO

Quick how-to guide for parents and carers



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What is the sendit app?

sendit is an **anonymous app** similar to other apps like Yolo. It is a companion app that works with Snapchat and Instagram, though a separate app exists for each. Users can ask questions to their followers and get anonymous messages in return. However, if you'd like to find out who sent the response, you can choose to do so by paying a fee.

Signing up to the sendit app's diamond account for £8.99/week provides 'hints' to help identify who sends the messages. But this information doesn't specifically say who sent the message. Instead, the app may tell users how many messages they sent, where they're located and what kind of phone they use. So, the user doesn't end up getting a real answer.



The risks of companion apps

Companion apps — especially anonymous apps like sendit — can pose different risks to young people.

Snapchat requires that third-party apps use the Snap Kit to create apps like sendit. This helps Snapchat ensure the apps used with their platform do not ask for private information beyond your display name and Bitmoji. Additionally, their Terms of Service only let people use these kinds of third-party apps. This helps keep private information safe.

But not all platforms have similar safeguards in place, which means some companion apps may not be as safe as the base app.

Additionally, anonymous apps leave children open to **cyberbullying and sexting** (including **child-on-child abuse**) as well as **grooming** for different purposes and **inappropriate content**. Because companion apps like sendit are anonymous, identifying the perpetrator becomes much more difficult. This also means it might be more difficult to stop or report the behaviour.

Finally, some apps — as in the case of the sendit app — encourage users to spend money. When it's £8.99 per week, the money spent adds up very quickly. Peer pressure could lead some children to spend large amounts online, so make sure parental controls limit this.



How to set parental controls

Many parents are put off using controls and settings as they think they will be difficult to set up, or complicated to use. With our step by steps guides, we can help make it simple and straightforward.

Smartphones and other devices

Select the device from the dropdown list



VIEW ALL

Entertainment & Search engines

Select the device from the dropdown list



VIEW ALL

Broadband & mobile networks

Select the device from the dropdown list



VIEW ALL

Social media

Select the device from the dropdown list



VIEW ALL

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

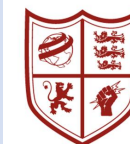


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Ask the Awkward

<https://vimeo.com/562781651>

<https://www.thinkuknow.co.uk/globalassets/asktheawkward-parents--carers-help-sheets.pdf>



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<https://www.ceop.police.uk/Safety-Centre/>

Are you worried about online sexual abuse or the way someone has been communicating with you online?

Make a report to one of CEOP's Child Protection Advisors

Should I make a report to CEOP? →

If you're worried about online abuse or the way someone has been communicating online, let CEOP know.



What happens when I make a report? →

One of our experienced Child Protection Advisors will be there to make sure you get the help that you need.



How can CEOP help me? →

Online abuse affects many children and young people every day, CEOP has helped thousands of people in need of support.

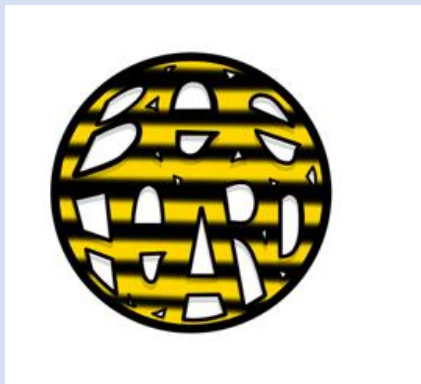


Make a report 

If you have experienced online sexual abuse or you're worried this is happening to someone you know, let us know safely and securely



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



Violence ^{Sexual} Harassment Abuse
 #NeverOK #NeverOK #NeverOK

BULLYING RACISM DISCRIMINATION
 #NEVEROK #NeverOK #NeverOK

Homophobia Transphobia Sexism
 #NeverOK #NeverOK #NeverOK

Student Bullying Referral

Form description

First Name



Short answer

Short answer text



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Students

[HOME](#) > [STUDENTS](#) > [WELLBEING](#)

In This Section

[Reporting a Concern](#)

Wellbeing

Student well being and mental health is of the utmost importance. Within school curriculum and we are also part of the Oxford Myriad project which has resulted in wellbeing being an important part of the curriculum. Whilst in its infancy, the data suggests that it is a key area of 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 someone, please fill in the form at the end of this page:

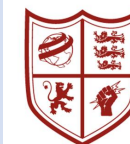
Five ways to Wellbeing:

Stop, Breathe and Be : .b



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Support Services in School



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School Counsellor

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

Trafford Thrive in Education

COFFEE MORNING

All parents, carers, and family members welcome

- To introduce Stretford Grammar's Mental Health Support Team
- Get to know us and ask any questions
- Taking place at Stretford Grammar on Wednesday, 5th October at 9.30am

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



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Parental Wellbeing Workshops

Trafford Thrive will be holding some online parent workshops from September 2022 around youth mental health and wellbeing. We would like to know which topics to offer. Please indicate your preferences from 1-5 on the following subjects you would like to be included. 1 = least preferred, 5 = most preferred

Email *

Valid email

This form is collecting emails. [Change settings](#)

Self-harm



Multiple choice



☐ 1



☐ 2



☐ 3



☐ 4



☐ 5



☐ Add option or [add "Other"](#)



Required



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<https://forms.gle/PDHdwrAqFzvZiZPq6>

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

The service is confidential. This means that you can discuss personal information in confidence. We will not discuss your personal information with anyone else without your permission. This includes parents and teachers. We would only pass on your information in order to protect you or someone else from serious harm. Otherwise possible we would discuss this with you first.

Qualified

School Nurses or Specialist Community Public Health Nurses are qualified nurses or midwives with specific graduate level education, and work with schools to support you.

Non Judgemental

We are here to help, not to judge.

When and Where can I Access my School Nursing Service?



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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



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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



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42ND STREET



Supporting young people under stress

shout
85258



NSPCC



SAMARITANS

MiSP
MINDFULNESS
in SCHOOLS
PROJECT

NHS
nhs.uk

YOUNGmiNDS
fighting for young people's mental health

CAMHS
Child and Adolescent
Mental Health Services



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SEND

- Online Parent Forum
- Contact

SENDdepartment@stretfordgrammar.com

- Information Report
- Trafford Local Offer



**LET'S
KEEP
IN TOUCH**

Assessment at Key Stage 3

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 12th December

End of Year – week beginning 8th May

Reporting at Key Stage 3

Reporting

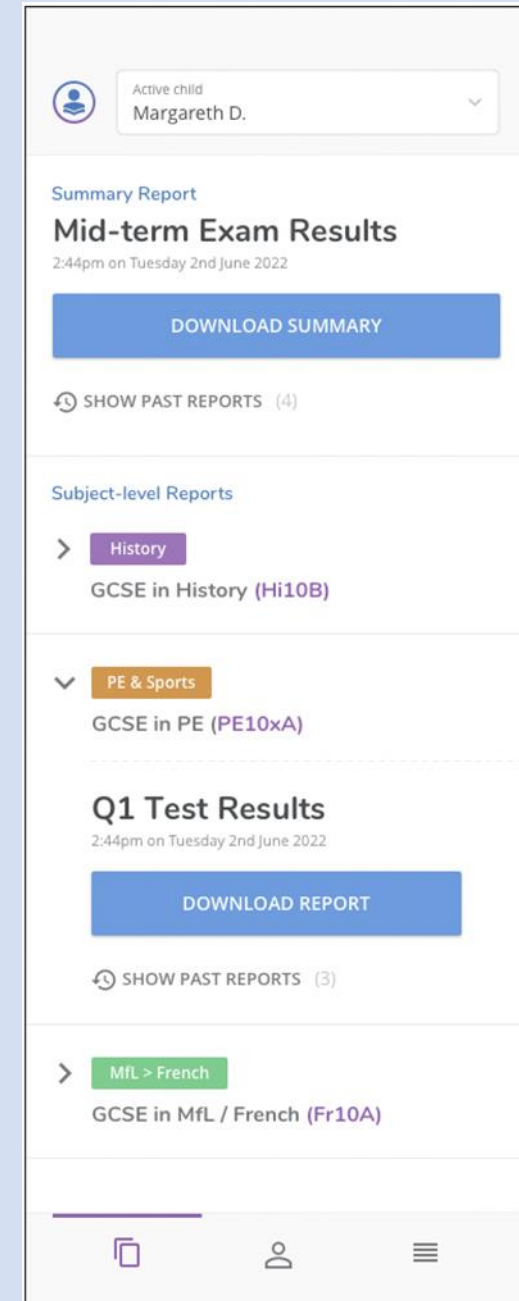
- Data from tests will be reported back as a percentage. This is because percentage data is easily understood by everyone.
- With no nationally recognised levels or grades to benchmark from, or a meaningful way to compare grading across subjects, this percentage will be contextualised via a cohort average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

Reports

- This will include:
- i) KS3 attainment for the Mid-Year and End of Year Test via a percentage and a cohort average, as well as a quintile score. This gives an indication of performance relative to the rest of the cohort and provides parents with an indication of their child's attainment
- ii) Attitudinal Descriptors
- iii) Attendance and punctuality data
- The summer term will have the addition of a full form tutor report, and Progress Leaders report, that will provide a holistic overview of performance across the subjects, as well as commenting on other aspects of your child's education such as commitment to extra-curricular activities, and how well the student displays the school values of Ambition, Respect and Endeavour


Reports – Parent Portal

- The Parent Portal will enable parents to access reports and assessment data that the school releases.
- This is in development and once live (October/November) guidance on access and use will be provided.




Reports – Parent Portal – summary report

The summary report will look something like this:



Stretford Grammar School

Lance Armstrong
Creation date: 15.09.2022



Subject	Teacher	Test Percentage	Average Percentage
Art	Mr Lea	58%	56%
English	Mr Howell	63%	59%
Maths	Mr Chadbond	49%	55%
Science	Miss Hayton	72%	60%

There will also be columns with ATL scores for Homework, Classwork and Behaviour

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

Attitudinal Grade	Classwork
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

Attitudinal Grade	Behaviour
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.

Parent's Evening

- There will also be a Parents' Evening over the course of the year.
 - Year 9 - 18th January
- This will be conducted via the Parents Evening System - online

GCSE Options

Mr. Nicholson

The Core

- GCSE English Language and English Literature
- GCSE Mathematics
- GCSE Religious Studies
- PSHCE
- PE

Students choose 4 subjects – Choice 1

- Geography or History

One of the following – Choices 2 – 4

- Art
- Business
- Computer Science
- Drama
- Food Production and Nutrition
- French
- Geography
- History
- Music
- Product Design
- PE GCSE
- Spanish
- Triple Science (counts as 3 GCSEs)

How do students apply for subjects?

SIMS .net: Stretford Grammar School

Focus Reports Routines Tools Window Help

Options Online

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Home Plan Definition Pathways and Students Pathways and Lists Blocks Student Choices Classes Solution Editor Reports

Current Role Administrator Ian Nicholson ADMINISTRATOR

Plan Status Design Next Student Rahul Aggarwal

Search

Student

Name or Admission No.

Pathway

[Any]

Registration Group

[Any]

House

[Any]

Student Choices

[Any]

Approval and Comments

[Any]

Student Choices - Sam Adams (005588)

Save

Personal Details

Pathway: A

Humanities

You have chosen 1 of 1 courses from this list

Geography GCSE 9 - 1 Full Course

History GCSE 9 - 1 Full Course

You have selected this course in Open Choice

This course is also available in Open Choice

Open Choice

You have chosen 3 of 3 courses and 1 of 1 reserves from this list

Art GCSE 9 - 1 Full Course Reserve

Biology GCSE 9 - 1 Full Course Reserve

BusSt GCSE 9 - 1 Full Course Reserve

Comp St GCSE 9 - 1 Full Course Reserve

Drama GCSE 9 - 1 Full Course Reserve

French GCSE 9 - 1 Full Course Reserve

Food Stud GCSE 9 - 1 Full Course Reserve

Geography GCSE 9 - 1 Full Course Reserve

History GCSE 9 - 1 Full Course Reserve

Music GCSE 9 - 1 Full Course Reserve

ProdDesign GCSE 9 - 1 Full Course Reserve

PE GCSE GCSE 9 - 1 Full Course Reserve

My Choices in Order of Preference (Total Choices: 4)

To change your order of preference select a choice and click the position in the list you would like to move it to.

- History GCSE 9 - 1 Full Course Humanities
- Food Stud GCSE 9 - 1 Full Course Open Choice
- BusSt GCSE 9 - 1 Full Course Open Choice
- Biology GCSE 9 - 1 Full Course Open Choice

My Reserves in Order of Preference (Total Reserves: 1)

To change your order of preference select a reserve and click the position in the list you would like to move it to.

Ready

Windows Taskbar: 16:39 20/09/2022

Parental/Carer Approval

SIMS .net: Stretford Grammar School

Focus Reports Routines Tools Window Help

Options Online

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Search

Student

Name or Admission No.

Pathway

[Any]

Registration Group

[Any]

House

[Any]

Student Choices

[Any]

Approval and Comments

[Any]

160 Matches

Student Choices – Diyanah Abdul Latib (005783)

Plan Status Design

Next Student Maryam Abdullahi

You must choose either History or Geography from this group.

You have chosen 1 of 1 courses from this list

Geography GCSE 9 - 1 Full Course

History GCSE 9 - 1 Full Course

This course is also available in Open Choice

This course is also available in Open Choice

School Approval

School Approval

School Comments

Add any comments here

Student Comments

Add any comments here

Parent/Carer Approval

Parent/Carer Approval

Ready

17:03 20/09/2022