

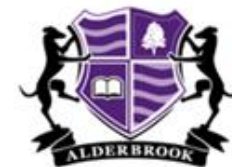
Welcome to Year 9 Information Evening

Monday 9th October

Ambition

Bravery

Kindness



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1

Relationships are positive and transformational

2

A culture of wellbeing and development for all

3

A broad and ambitious curriculum for all students

4

Students, and particularly our most vulnerable, are at the heart of all we do

5

We work in collaboration with many schools serving one community

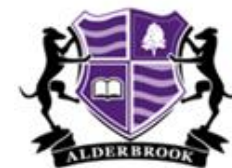
6

We work to eliminate discrimination and ensure equality of opportunity

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Ofsted April 2023

Relationships between pupils and staff are warm and respectful. Teachers treat pupils as individuals and pupils welcome this.

Pupils and students in the sixth form discuss careers, university aspirations and apprenticeships. This prepares them well for the next stages of their lives

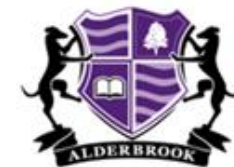
Leaders have developed an ambitious and well-sequenced curriculum, including in the sixth form

Pupils' well-being is at the forefront of leaders' vision, including pupils' mental health.

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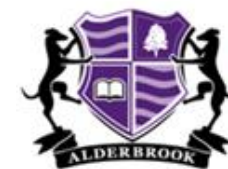
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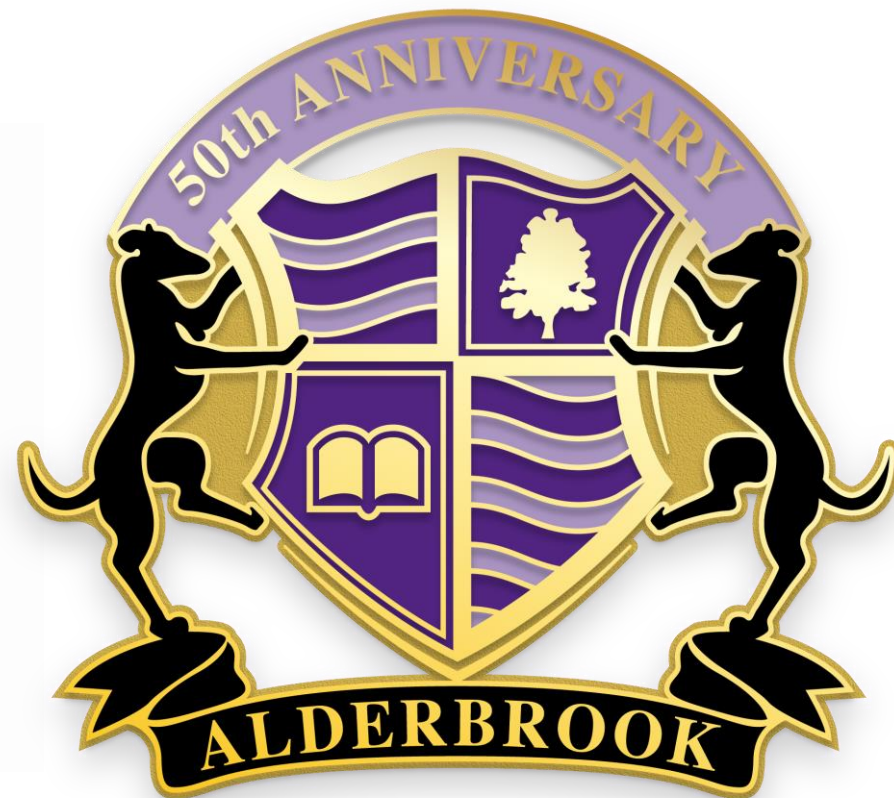
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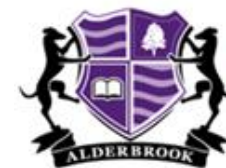
**#PROUD
TO BE
ABK**



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This evening

- Key information from:
 - English
 - Science
 - Maths
- Homework
- Well being
- Key dates

A 3-year Key Stage 3

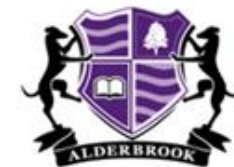
- An opportunity for students to continue to develop skills and knowledge prior to starting their GCSEs
- Options Evening: 23rd January 2024
- Most students will be following the EBacc



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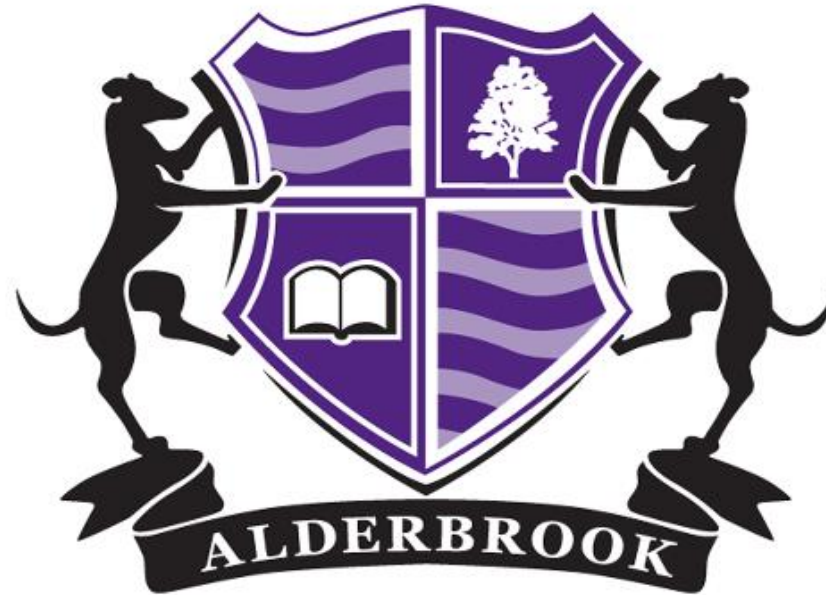
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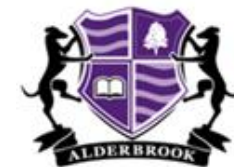
ENGLISH at ALDERBROOK



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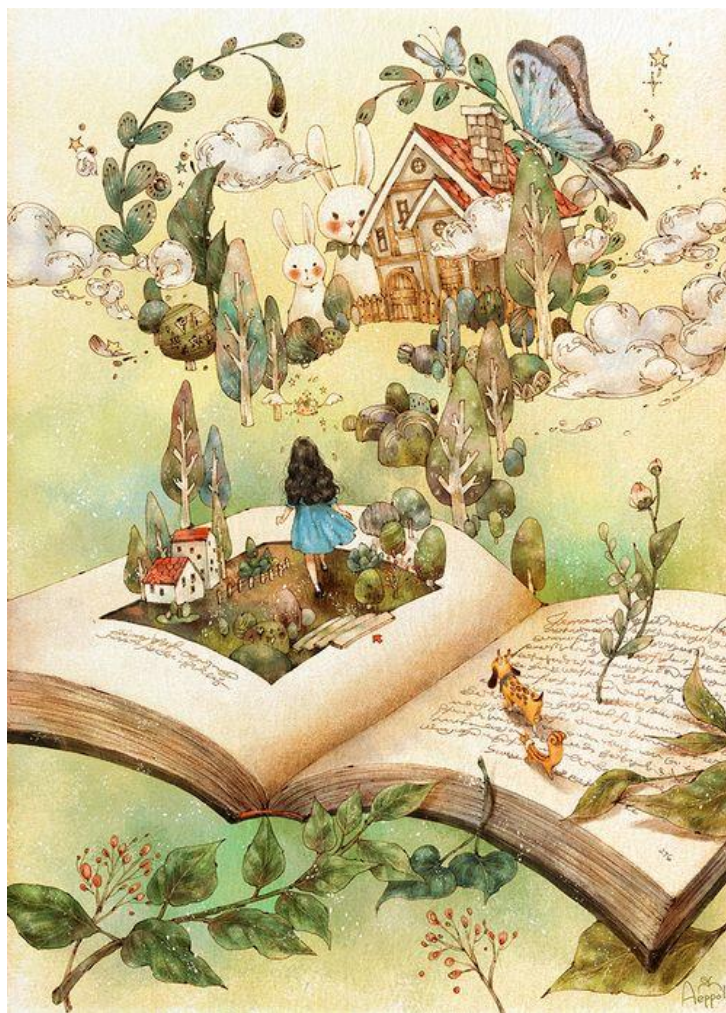
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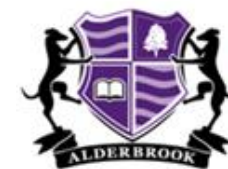


Supporting your child in GCSE English Language and English Literature

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GCSE ENGLISH LITERATURE - PAPER 1



1 hour 45 mins
64 marks
40% of your GCSE



CLOSED BOOK EXAM!

SECTION A: Write in detail about an extract from Macbeth.... and then about the play as a whole

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
5 And fill me from the crown to the toe topfull
Of direst cruelty, make thick my blood,
Stop up th' access and passage to remorse
That no conspicuous visions of nature
Shake my fell purpose nor keep peace between
10 Th' effect and it. Come to my woman's breasts,
And take my milk for gall, you murdering ministers,
Where'er in your sightless substances
You wait on nature's mischief. Come, thick night,
And pall thee in the dunnest smoke of hell,
15 That my keen knife see not the wound it makes
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'



Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- How Shakespeare presents Lady Macbeth in this speech.
- How Shakespeare presents Lady Macbeth in the play as a whole. (34 marks)

Section B: Write in detail about an extract from A Christmas Carol...and about the novella as a whole



"We have common friends," said Mr. Utterton.
Common friends? asked Mr. Hyde, a little hoarsely. Who are they?
Jekyl, for instance," said the lawyer.
The lawyer said this, and Mr. Hyde, with a flash of anger, "I did not think you would have said."
Come," said Mr. Utterton, "that is not fitting language."
The other started about into a savage laugh, and the next moment, with extraordinary quickness, he had unlocked the door and disappeared into the house.
The lawyer stood awhile when Mr. Hyde had left him, the picture of despatch. Then he began slowly to mount the street, pausing every step or two and putting his hand to his brow like a man in mental pain. The problem for him thus debating as he walked was one of a class that is rarely solved. Mr. Hyde was pale and quarrelsome. He gave an impression of deliberate without any remarkable malformation, he had a disagreeable snarl, he had some reason for the lawyer with a sort of mechanical rigidity of limbs and business, and he spoke with a husky whispering and somewhat broken voice, all these were points against him, but not at all of those together could explain the sinister-unknown in his aspect, looking and far with which Mr. Utterton registered him. There must be something else, said the preoccupied lawyer. "There is something more, I could find a name for it. God bless me, the man seems hardly human! Something uncanny. What was that? Or can it be the old story of Dr. Faustus? Or is it the mere cadence of a bad soul that speaks through him, and nothing else, his day's work?" The last, I think, for, on my part, old Henry Jekyl, if ever I read, I have a signature upon a face, it is on that of your new friend!

Starting with this extract, how does Dickens present the theme of Christmas spirit?

- How Dickens presents Christmas spirit in the extract
- How Dickens presents Christmas spirit in the novella as a whole.

(30 marks)

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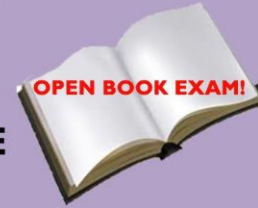
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GCSE ENGLISH LITERATURE - PAPER 2

THE BIG ONE



2 hour 15 mins
92 marks
60% of your GCSE



SECTION A: PROSE

How and why does Sheila change in *An Inspector Calls*?

Write about:

- How Sheila responds to her family and to the Inspector
- How Priestley presents Sheila by the ways he writes.

or

How does Priestley explore responsibility in *An Inspector Calls*?

Write about:

- The ideas about responsibility in *An Inspector Calls*
- How Priestley presents these ideas by the ways he writes.



A choice of 2 essay questions on
An Inspector Calls. (34 marks)

SECTION B: POETRY - ANTHOLOGY



A comparative essay on ONE printed poem from the Power and Conflict Anthology and another of your choice (30 marks)

"Compare the ways poets present ideas / images about....."

....in '.....'
and in one other poem from
'Power and Conflict'."

SECTION C: UNSEEN POETRY

In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter? (24 marks)

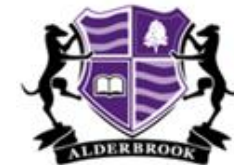
AND

In both 'Poem for My Sister' and 'To a Daughter Leaving Home' the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those feelings? (8 marks)



Answer one question about an Unseen Poem (24 marks) AND THEN answer a question comparing it to a FURTHER Unseen Poem. (8 marks)

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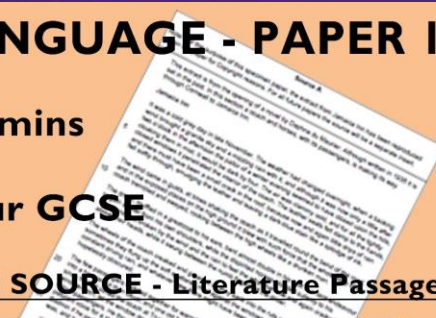
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GCSE ENGLISH LANGUAGE - PAPER 1



1 hour 45 mins
80 marks
50% of your GCSE



SECTION A: READING - ONE SOURCE - Literature Passage

Q1: SHORT FORM QUESTION (4 marks)

*"List **four** things from this part of the text about the ..."*

Q2: LONGER FORM QUESTION (8 marks)(Extract)

"How does the writer use language here to describe the effects of..."

Q3: LONGER FORM QUESTION (8 marks)(Whole Text)

"How has the writer structured the text to interest you as a reader?..."

Q4: EXTENDED QUESTIONS (20 marks)

You will be asked to critically evaluate the success of the writer - for example:

"The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them." To what extent do you agree?

SECTION B: WRITING - Descriptive or Narrative

(40 marks - 16 for SPAG)

*This question will be based upon the **THEME** of the Source.
eg. If the source was about weather -
your question may look like this:*

"Write a description suggested by this picture." OR...

"Write the opening part of a story about a place that is severely affected by the weather."



GCSE ENGLISH LANGUAGE - PAPER 2



1 hour 45 mins
80 marks
50% of your GCSE



SECTION A: READING - 2 SOURCES

Q2: SHORT FORM QUESTION (4 marks - Source A)

Tick 4 boxes -



"Which 4 statements are true?"

Q2: LONGER FORM QUESTION (8 marks)(Source A + B)

"Summarise the differences.....between.....in Sources A and B."

Q3: LONGER FORM QUESTION (12 marks)(Source B)

"How has the writer used language to?..."

Q4: EXTENDED QUESTIONS (16 marks)(Source A + B)

"Compare the ways in which the writers....In Source A and B"

You should:

*compare.....

*compare.....

*use references from the text to support your ideas

SECTION B: WRITING - Viewpoint or Perspective

(40 marks - 16 for SPAG)



This question will be based upon the
THEME of Sources A + B.
e.g. If the sources were about education
- your question may look like this:

'Homework has no value. Some students get
it done for them; some don't do it at all.
Students should be relaxing in their free
time.'

Write an article for a broadsheet newspaper
in which you explain your point of view on
this statement.

	7 Weeks	7 Weeks	5 Weeks	5 Weeks	6 Weeks	7 Weeks
<u>Year 9</u>	Language Paper 1: Frankenstein and Story writing	Literature Paper 1: A Christmas Carol	Language Paper 2: Section B (Travel Writing)	Language Paper 2: Section A (Victorian Non-fiction)	Literature Paper 1: Macbeth	Literature Paper 2: Conflict Poetry
<u>Assessments & GCSE Skills</u>	Assessment : A piece of descriptive writing	Assessment: A Christmas Carol Essay	Assessment: Question 5	Assessment: Question 4	Assessment: A Macbeth Essay	Assessment: Section B – Comparison of two Conflict Poems.

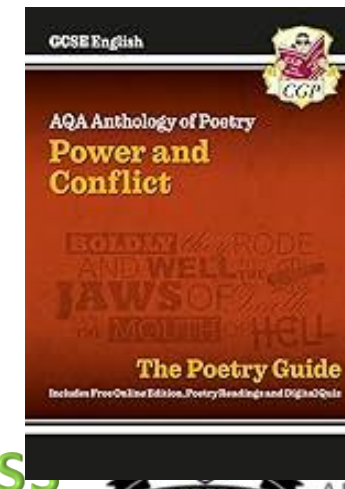
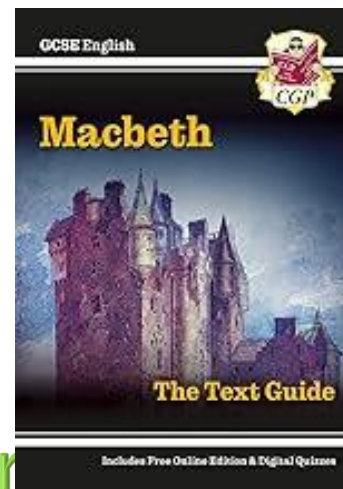
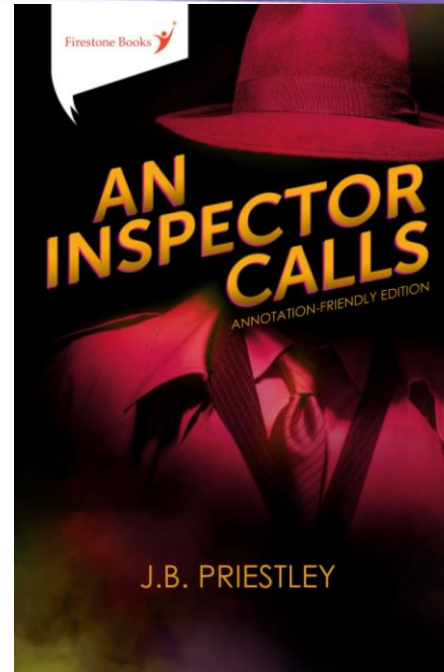
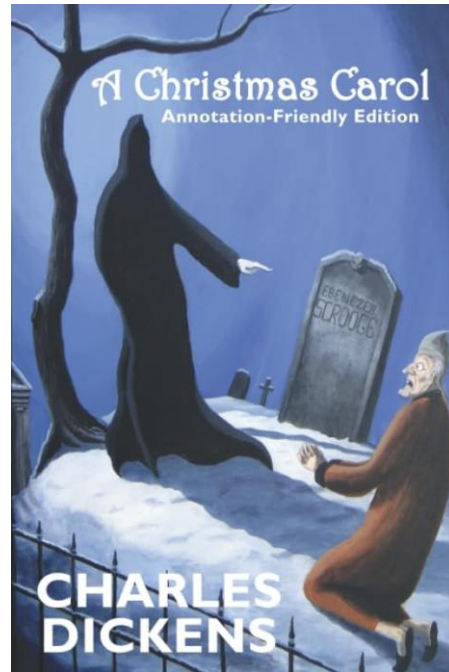
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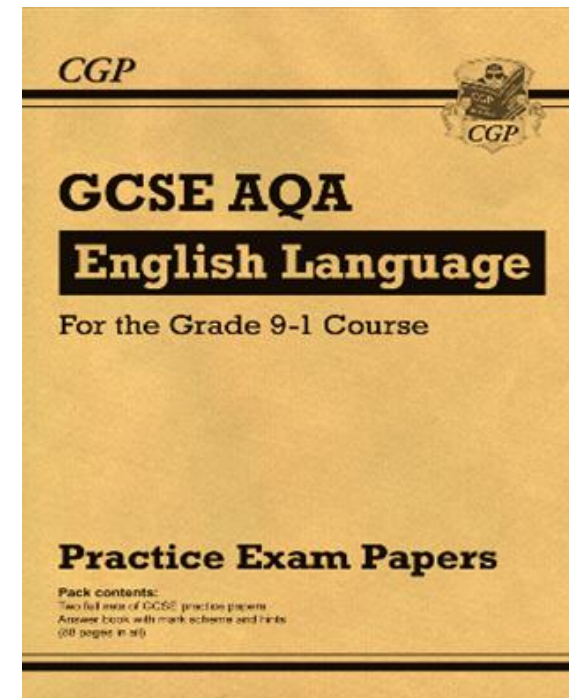
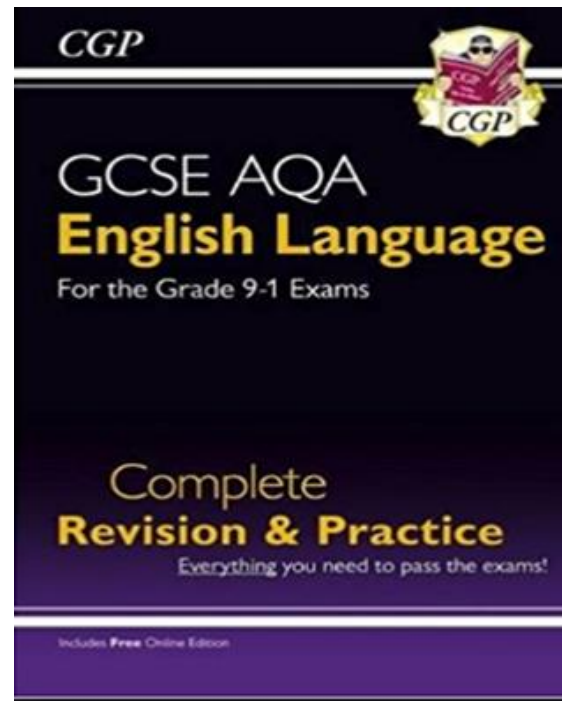
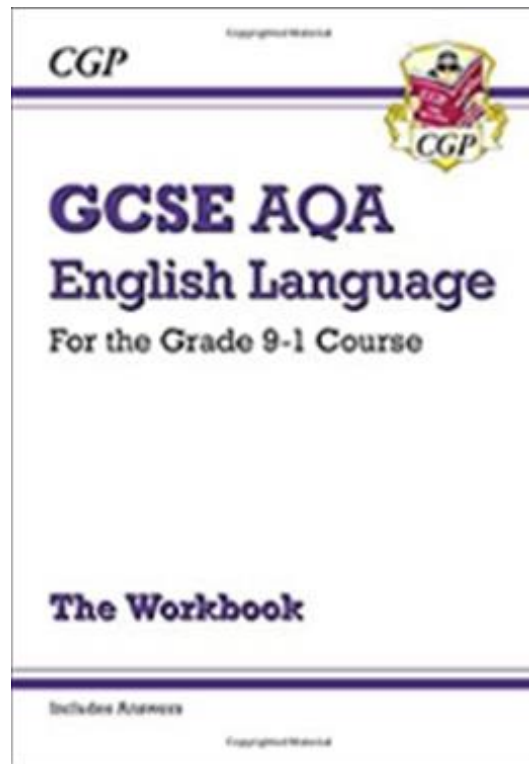
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Ways to Revise

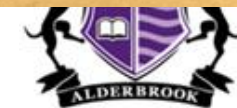
- 1) Audiobooks for the literature texts
- 2) Working through past exam papers under timed conditions: 8 mark question=complete in 12 minutes
- 3) Consolidating knowledge: GCSE Bitesize, Andrew Bruff



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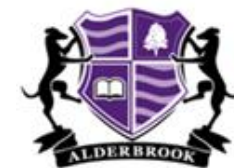
And finally...

To all of our lovely students.
Good luck this year! Make each
lesson, and your independent
study at home count.

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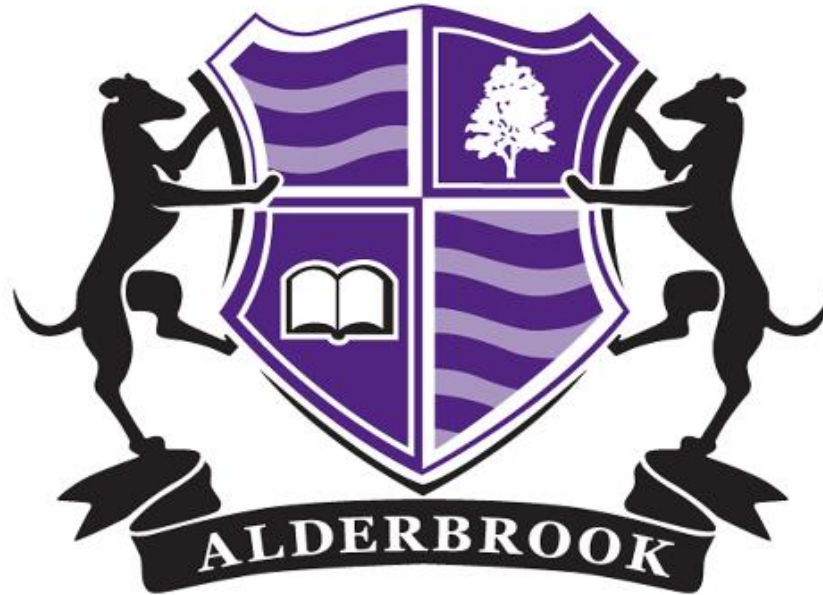
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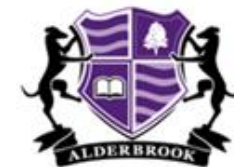
SCIENCE at ALDERBROOK



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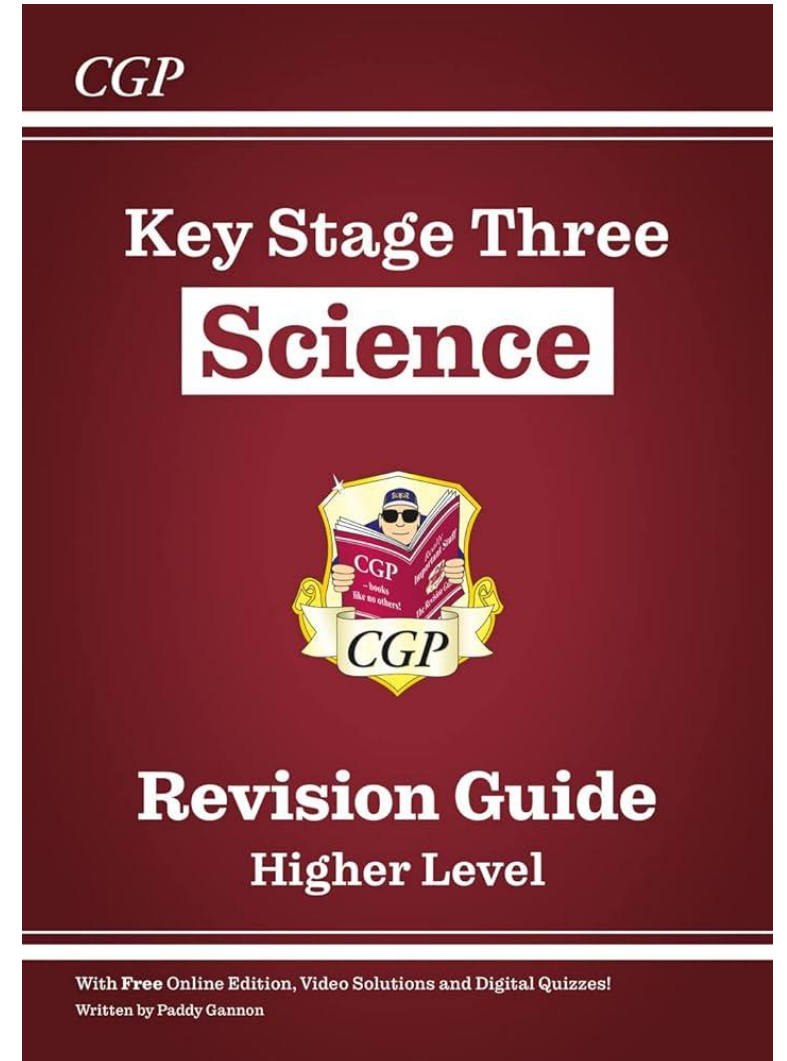
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Setting

- The biggest change made to Year 9 and all year groups
- Mixed ability groups
- Benefits
 - Avoids misallocation of pupils, especially those from disadvantaged backgrounds (EEF, July 2021)

Content

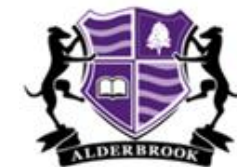
- This year is the culmination of 3 years of study at Key Stage 3
- Pupils will have built a solid foundation in preparation for GCSE
- First assessment point mid-December
 - Bioenergetics, Atmosphere and Waves
 - Evolution, Mixtures and Energy
 - Investigative skills



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Revision

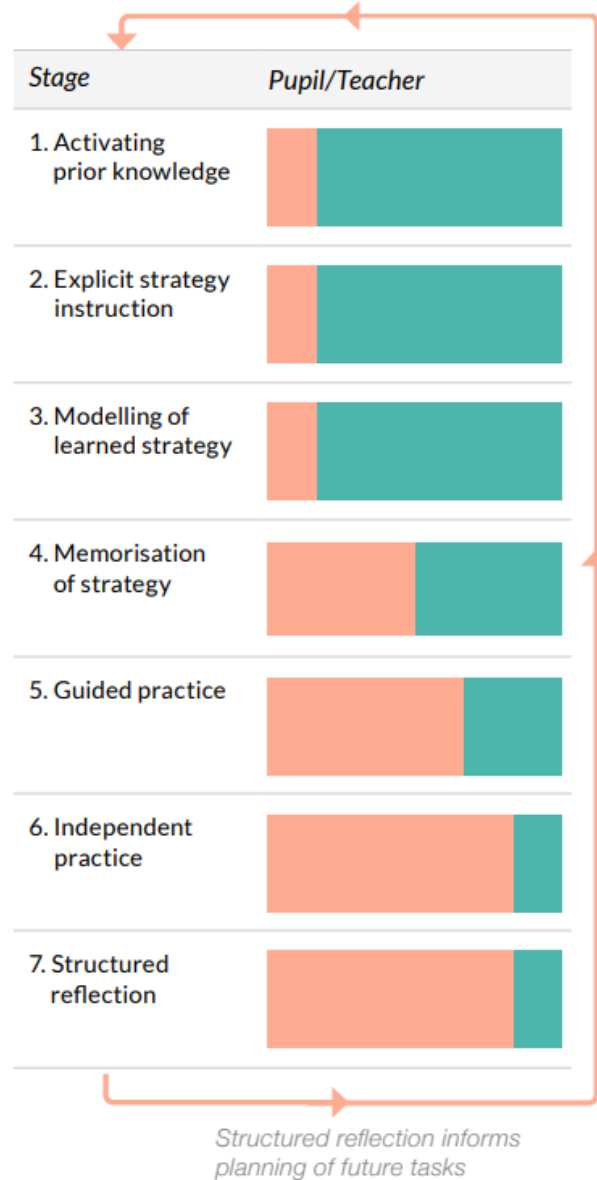


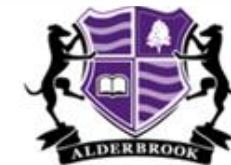
Table 1: Effectiveness of ten learning techniques, from Dunlosky et al (2013) ³⁹

High utility	Practice testing	Self-testing or taking practice tests on material to be learned.
	Distributed ('spaced') practice	Implementing a schedule of practice that spreads out activities over time.
	Elaborative interrogation	Generating an explanation for why an explicitly stated fact or concept is true.
Moderate utility	Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving.
	Interleaved practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.
	Summarization	Writing summaries (of various lengths) of to-be-learned texts.
	Highlighting	Marking potentially important portions of to-be-learned materials while reading.
Low utility	Keyword mnemonic	Using keywords and mental imagery to associate verbal materials.
	Imagery use for text learning	Attempting to form mental images of text materials while reading or listening.
	Rereading	Restudying text material again after an initial reading.

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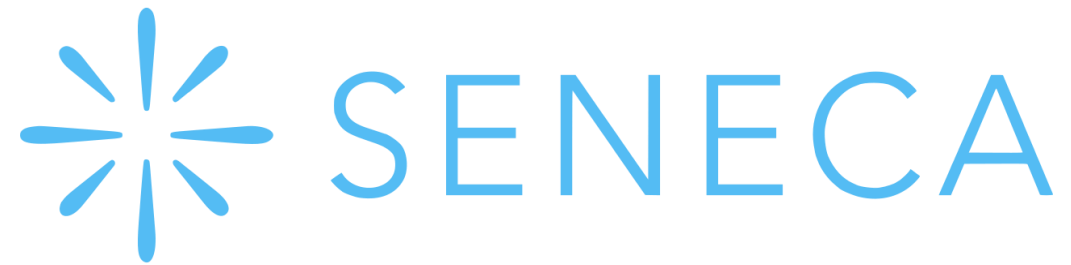
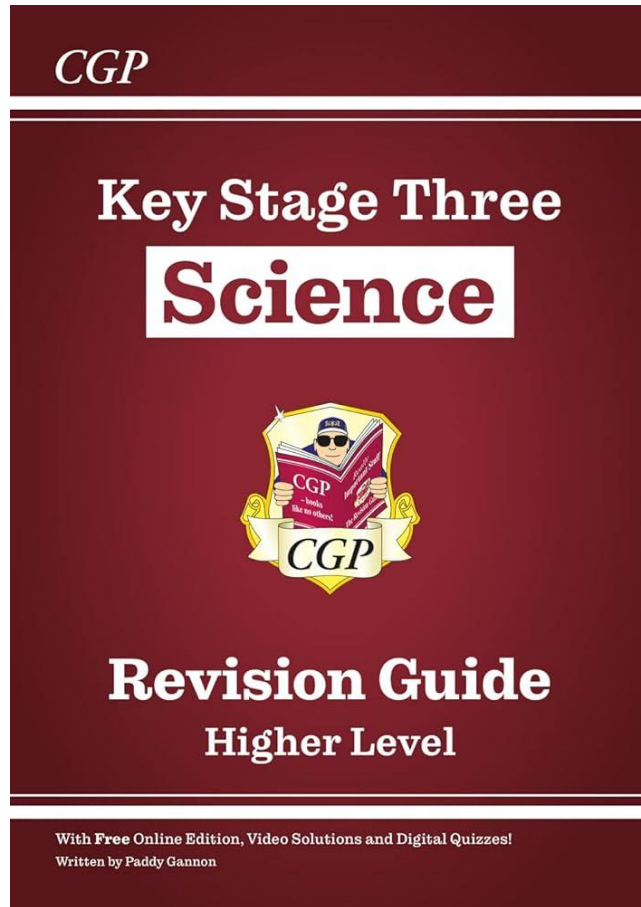
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	Year 7	Year 8	Year 9
Content covered	Chemical reactions <ul style="list-style-type: none"> Acid and alkalis Neutralisation Testing acids and alkali Basic word equations 	Matter 2 <ul style="list-style-type: none"> Symbols and formulae Physical trends Chemical trends 	Atmosphere <ul style="list-style-type: none"> Atmosphere of Earth Global warming Acid rain Effect on ecosystems
GCSE Content		<ul style="list-style-type: none"> 5.1.1.1 Atoms, elements and compounds 5.1.2.4 Group 0 5.1.2.5 Group 1 5.1.2.6 Group 7 	<ul style="list-style-type: none"> 5.9.1.1 The proportions of different gases in the atmosphere 5.9.1.2 The Earth's early atmosphere 5.9.1.4 How carbon dioxide decreased 5.9.2.1 Greenhouse gases
Content covered	Matter 1 <ul style="list-style-type: none"> Particle model (very basic) Atoms, elements and compounds History of the periodic table Symbols 	Chemical changes <ul style="list-style-type: none"> Reactivity series Displacement reactions Balancing equations Thermal decomposition 	Chemical analysis <ul style="list-style-type: none"> Separation techniques Distillation Chromatography
GCSE Content		<ul style="list-style-type: none"> 5.3.1.3 Mass changes when a reactant or product is a gas 5.4.1.2 The reactivity series 5.5.1.1 Energy transfer during exothermic and endothermic reaction 	<ul style="list-style-type: none"> 5.1.1.2 Mixtures 5.8.1.1 Pure substances 5.8.1.3 Chromatography Required Practical 12
Content covered	Earth and the Universe <ul style="list-style-type: none"> Rocks and surface Rock cycle Erosion Weathering 	Atoms <ul style="list-style-type: none"> Metals and non-metals Alkali metals Halogens 	
GCSE Content		<ul style="list-style-type: none"> 5.1.2.3 Metals and non-metals 5.1.2.5 Group 1 5.1.2.6 Group 7 	

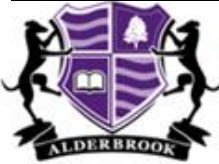
	Year 7	Year 8	Year 9
Content covered	Ecosystems 1 <ul style="list-style-type: none"> Food chains Food webs Sampling 	Breathing and Digestion <ul style="list-style-type: none"> Gas exchange Food tests Lung structure 	Bioenergetics <ul style="list-style-type: none"> Photosynthesis Rates of photosynthesis Aerobic Anaerobic respiration
GCSE Content		<ul style="list-style-type: none"> 4.1.3.1 Diffusion 4.2.2.1 The human digestive system 4.2.2.2 The heart and blood vessels RP3 Osmosis 	<ul style="list-style-type: none"> 4.4.1.1 Eukaryotes and prokaryotes 4.4.1.2 Animal and plant cells 4.4.2.1 Aerobic and anaerobic respiration
Content covered	Cells tissues and organs <ul style="list-style-type: none"> Skeleton Muscles Movement Animal and plant cells Movement 	Cells and Transport <ul style="list-style-type: none"> Prokaryotic cell Diffusion Osmosis Active transport 	Genes and Evolution <ul style="list-style-type: none"> Natural selection XY inheritance Extinction
GCSE Content		<ul style="list-style-type: none"> 4.1.1.1 Eukaryotes and prokaryotes 4.1.3.1 Diffusion 4.1.3.2 Osmosis 4.1.3.3 Active transport 	<ul style="list-style-type: none"> 4.6.2.2 Evolution 4.6.3.1 Evidence for evolution 4.6.3.3 Extinction
GCSE Content	Reproduction and variation <ul style="list-style-type: none"> Puberty Sex education Fertilisation Gestation 	Health and Disease <ul style="list-style-type: none"> History of disease Collab with history Fleming, Florey, Chain Jenner Paul Ehrlich 	
GCSE Content		<ul style="list-style-type: none"> 4.2.2.5 Health issues 4.3 – must cover different diseases than AQA cover 	

	Year 7	Year 8	Year 9
Content covered	Skills 1 <ul style="list-style-type: none"> Lab safety Hazard symbols Basic practical 	Skills 2 <ul style="list-style-type: none"> Planning an investigation 	Waves <ul style="list-style-type: none"> Light Reflection Refraction EM waves
GCSE Content			<ul style="list-style-type: none"> 6.6.2.1 Types of electromagnetic waves 6.6.2.2 Properties of electromagnetic waves 1 6.6.2.3 Properties of electromagnetic waves 2 6.6.2.4 Uses and applications of electromagnetic waves
Content covered	Energy <ul style="list-style-type: none"> Energy in food Nutrition 	Energy 2 <ul style="list-style-type: none"> Energy resources Renewable vs non-renewable Efficiency 	Magnetism <ul style="list-style-type: none"> Magnets Electromagnetism
GCSE Content		<ul style="list-style-type: none"> 6.1.2.2 Efficiency 6.1.3 National and global energy resources 	<ul style="list-style-type: none"> 6.7.1.1 Poles of a magnet 6.7.1.2 Magnetic fields 6.7.2.1 Electromagnetism
GCSE Content	Space and universe <ul style="list-style-type: none"> Forces (gravity) Mass vs weight Speed Very basic intro to light 	Particles <ul style="list-style-type: none"> States of matter Changes of state Density 	
GCSE Content		<ul style="list-style-type: none"> 5.2.2.1 The three states of matter 6.3.2.1 Internal energy 	
	Electricity <ul style="list-style-type: none"> Series and parallel Building circuits Cost and bills 	Forces <ul style="list-style-type: none"> Resultant forces Moments DT graphs 	
GCSE Content		<ul style="list-style-type: none"> 6.5.1.4 Resultant forces 6.5.4.1.1 Distance and displacement 6.5.4.1.4 The distance–time relationship 6.5.4.2.1 Newton's First Law 	

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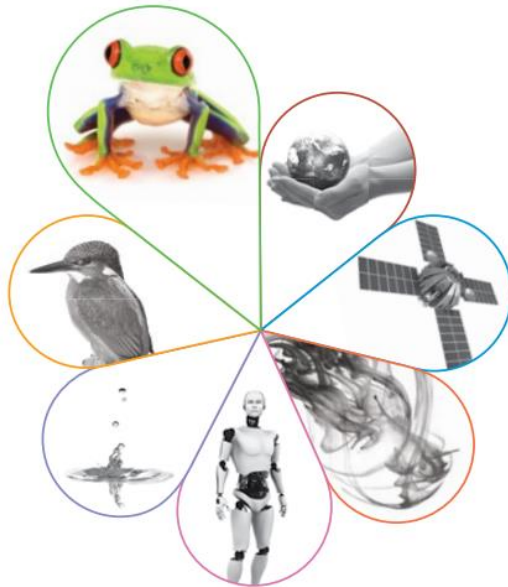
GCSE

GCSE BIOLOGY

(8461)

Specification
For teaching from September 2016 onwards
For exams in 2018 onwards

Version 1.0 21 April 2016

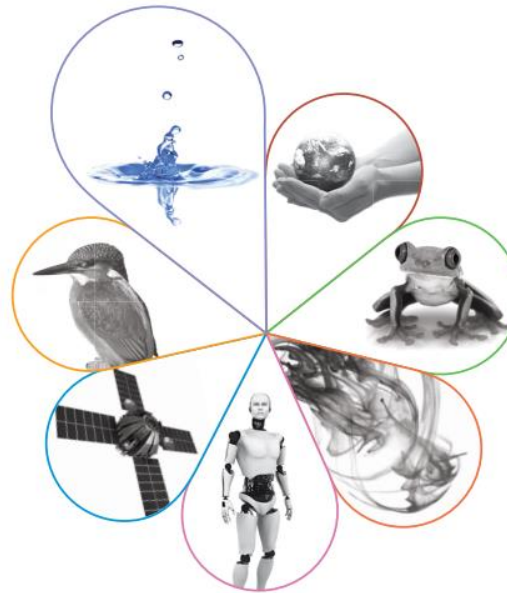


GCSE COMBINED SCIENCE: TRILOGY

(8464)

Specification
For teaching from September 2016 onwards
For exams in 2018 onwards

Version 1.1 04 October 2019

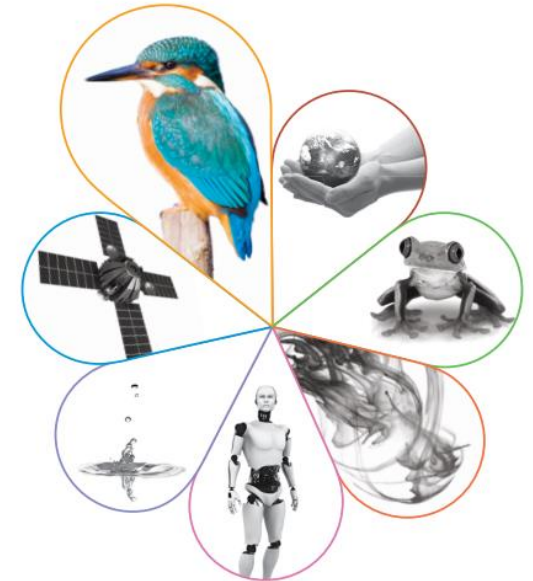


ENTRY LEVEL CERTIFICATE SCIENCE

(5960)

Specification
For teaching from September 2016 onwards
For ELC certification in 2017 onwards

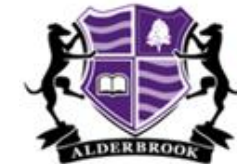
Version 1.5 11 March 2020



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Science in Year 9

Any questions, comments, feedback, encouragement :

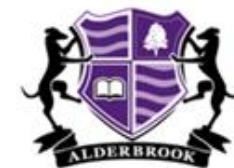
Lucie Taylor : Head of Science :
s201ltaylor@alderbrook.solihull.sch.uk

Lee Gartland : KS4 Science :
s201lgartland@alderbrook.solihull.sch.uk

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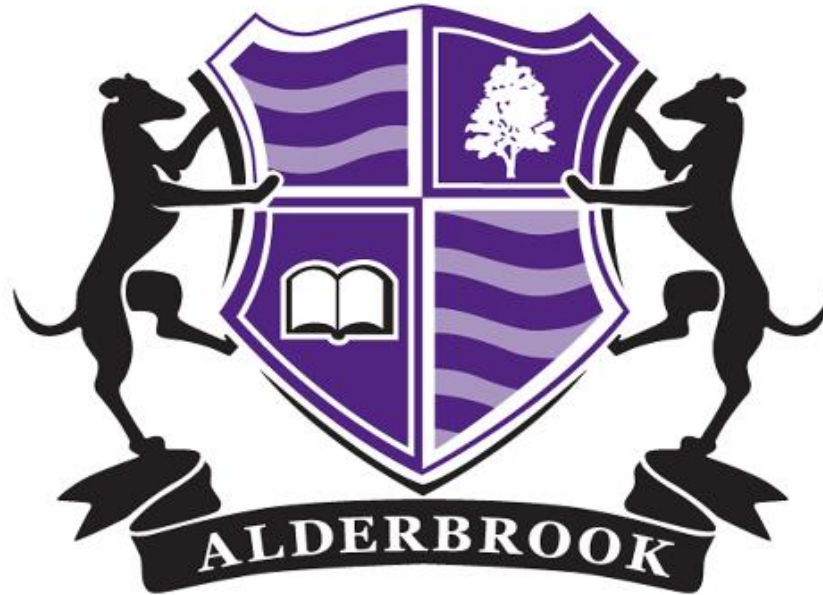
Bravery

Kindness



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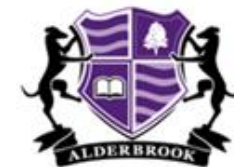
MATHS at ALDERBROOK



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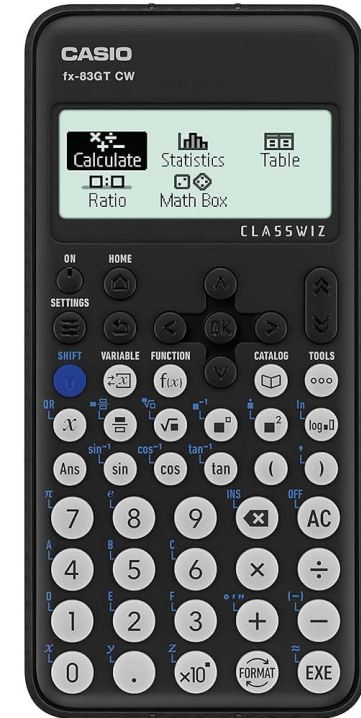
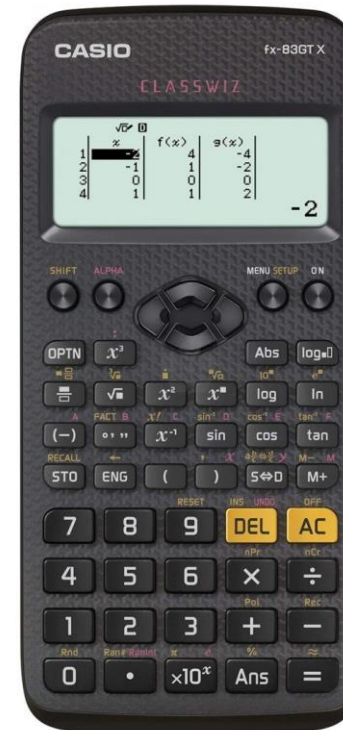
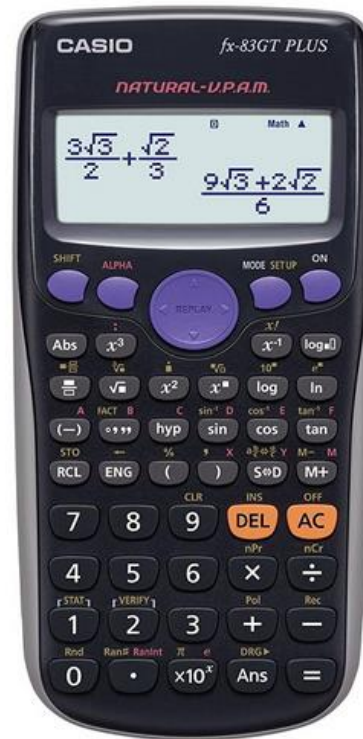
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Preparing for GCSE Maths

- Pupils have been in ability sets since year 7, this continues in year 9.
- The year 9 Scheme of Work is designed to be transitional in that it builds on the modular design of years 7 and 8, which focussed on fundamental skills, and starts to develop these skills into a more GCSE-relevant way.
- Pupil pathways will now start to separate in a way more relevant to their future tier of entry (Higher or Foundation).
- However, we appreciate pupils can develop at different rates so there will always be potential for students to change groups at any point in Key Stage 3 and 4 should their assessment data indicate so.

Calculator

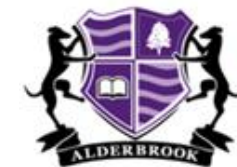
Pupils are advised to get one of the **Casio Series 83** calculators



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Weekly Homework on www.sparxmaths.com

- Homework is synchronised with Schemes of Work.
- Pupils can also engage with additional learning via questions and videos.
- Over time the homework adjusts in complexity to meet the needs of the individual pupil.

Personalised maths homework, proven to boost student grades

- ✓ 1 hour of Sparx Maths a week significantly improves student grades.
- ✓ Can save up to 200 hours of teacher time per year.
- ✓ Covers ages 11-16 for UK and international mathematics curricula.
- ✓ Provides actionable insights for school leaders and teachers.
- ✓ The evidence-based system that maths departments love.



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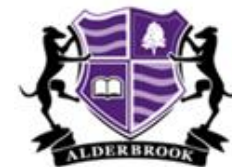
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Homework in KS3

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Homework in KS3

1. The aim of homework at Alderbrook
2. The systems for homework
3. How you can support your child
4. Who to contact

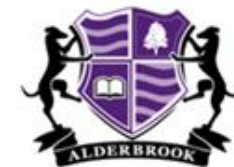
Aim of Homework at Alderbrook

- Develop good study habits and routines for students
- Develop a sense of responsibility
- Continue to encourage reading for pleasure
- Develop Metacognition using Retrieval & Recall techniques
- Minimise the impact of Artificial Intelligence

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Whole School Homework at Alderbrook

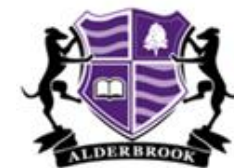
Every 2 weeks students will be expected to complete the following pieces of homework:

1. Complete 10 pages of 'Read/ Transform/ Recall' activities in your homework book
2. Reading regularly

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What is Read / Transform / Recall?

Read

Read through
class notes
web page

Transform

Select a chosen
activity e.g., mind
map, questions,
Cornell notes

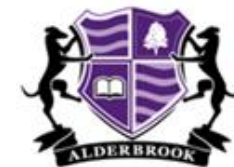
Recall

What
information do
you now
remember?

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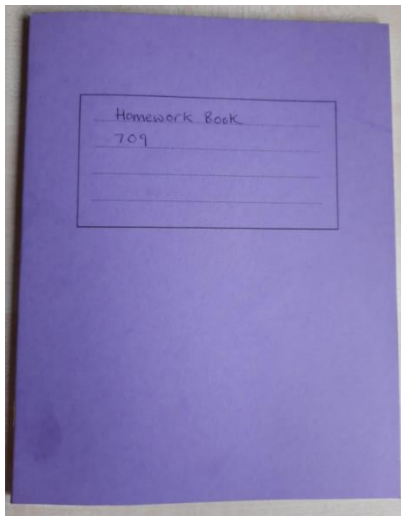


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Complete Read/ Transform/ Recall Activities

Students will need:

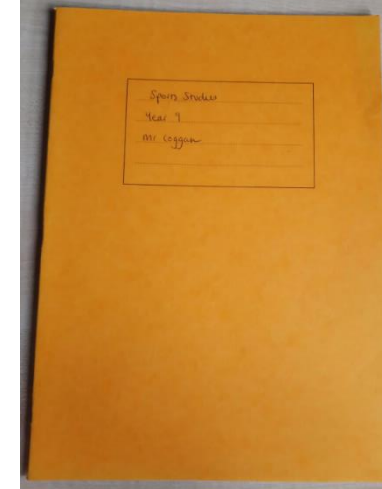
Homework book



Student Planner



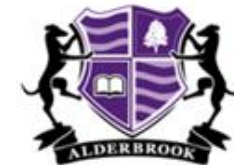
Subject exercise books



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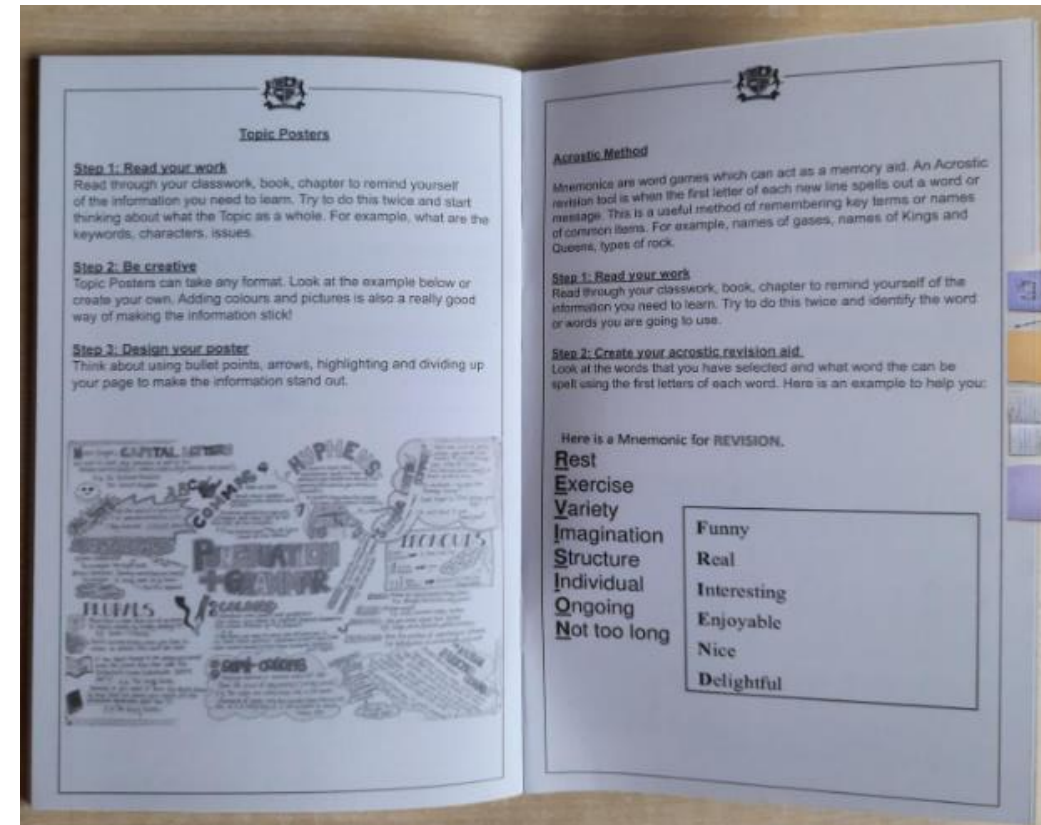
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Complete Read/ Transform/ Recall Activities

- At the **back** of the planner are pages that show different types of 'Read/ Recall/ Transform' activities:



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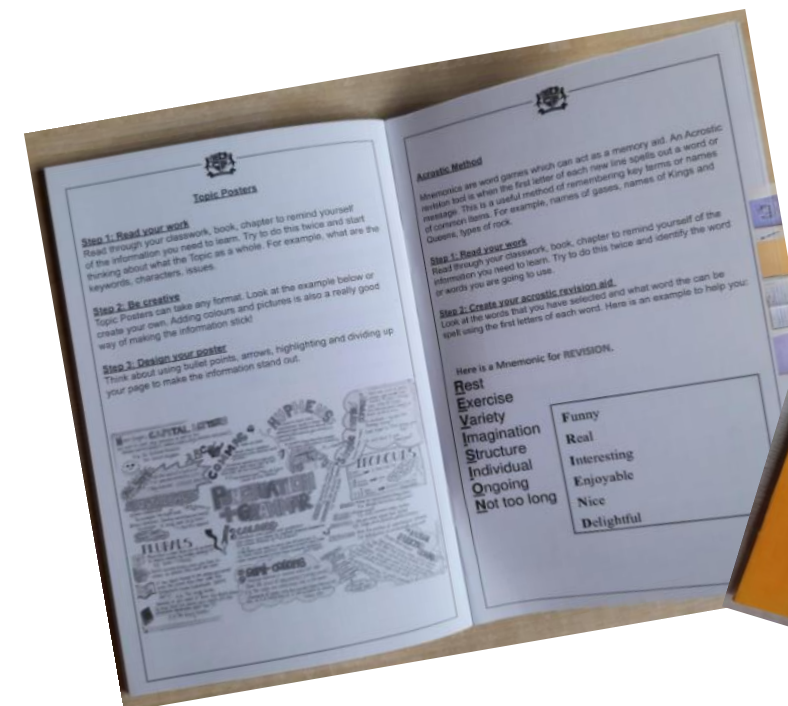
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Complete Read/ Transform/ Recall Activities

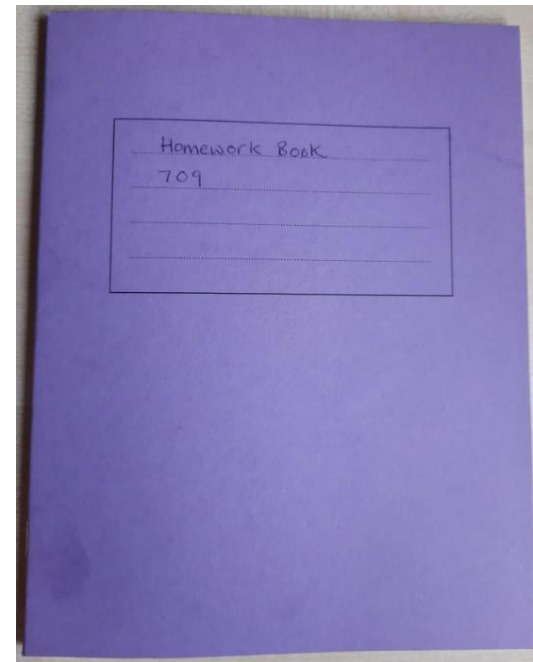
- Select a subject and a topic, and then pick an appropriate activity from the planner.
- Complete the activity on one of the pages in your Homework book



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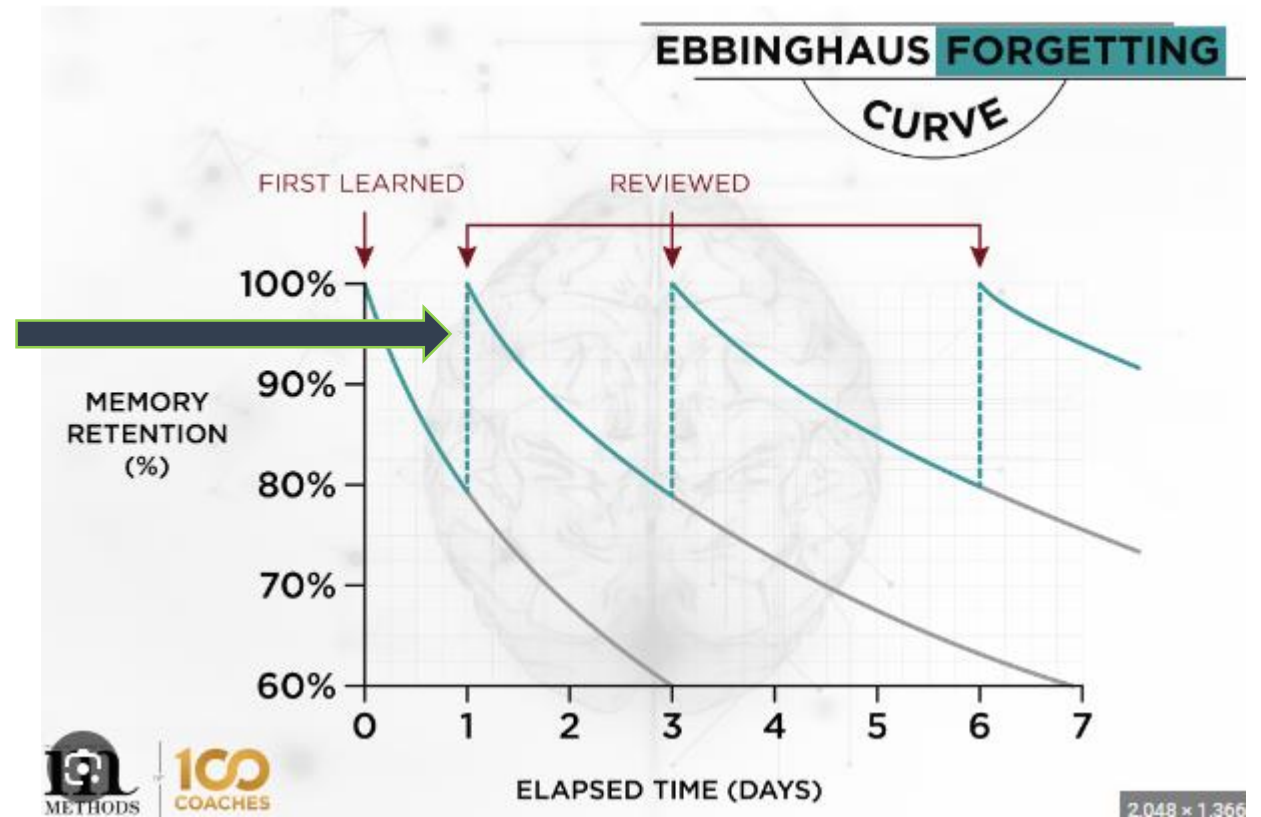
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Why is Recall and Retrieval important?

When we first learn new information, we will forget it over time.

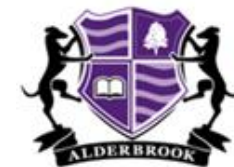
Carrying out 'Read/ Transform/ Recall' activities help students to review the information they have been taught in class meaning they will remember more of the information over time.



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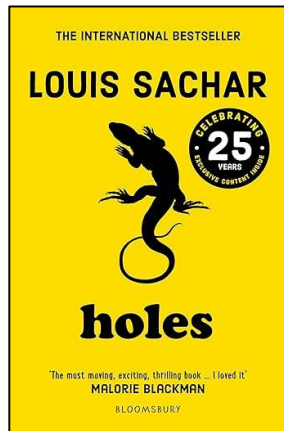
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Reading at Home

Aim:

- To build confidence and enjoyment
- To develop student understanding of different types of texts



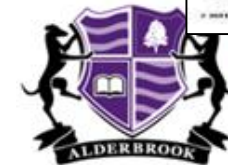
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Recording your reading at home

Every day that your child reads, they record the pages that they have read and get a parent / carer to sign the planner



Between



and

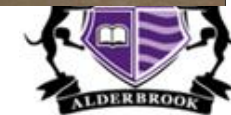


Each day

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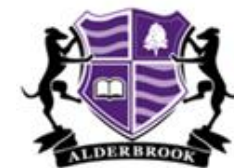
Importance of Reading

- Reduces stress and helps you to relax – allowing teenagers to explore their interests.
- Improves concentration and memory.
- Expands your vocabulary and strengthens your writing ability.
- Enhances your knowledge.
- Increases your imagination and creativity.

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Monitoring Whole School Homework

Form Teachers will check:

- Week 1 – Homework Books
- Week 2 – Reading Diaries

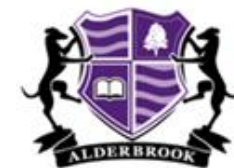
Rewards will be given to students producing excellent work and reading well.

Students will attend Homework Club for support if required

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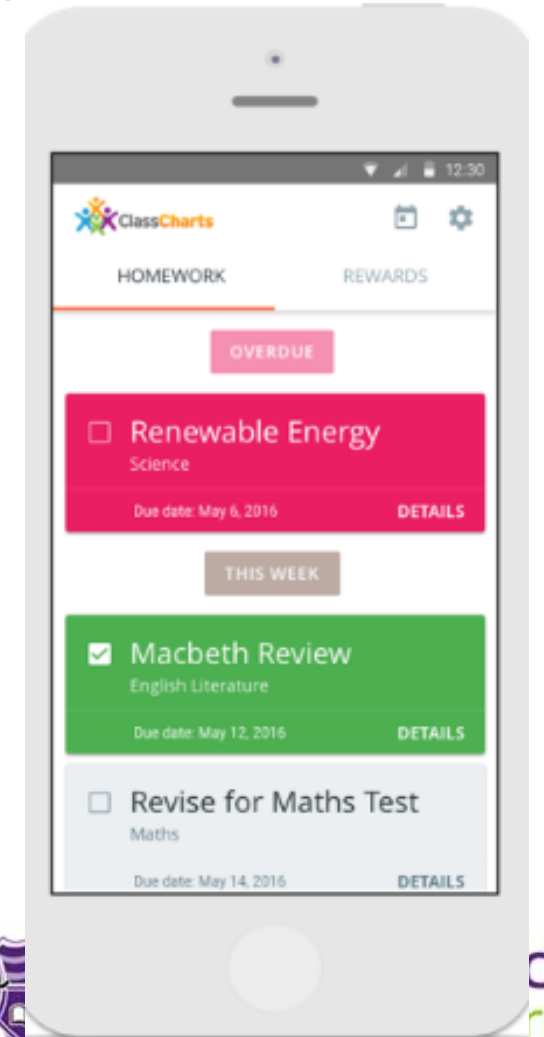
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Departmental Homework

- Subjects will set **1 piece of homework every 2 weeks**
- This will be set for students on ClassCharts, which students can access on phones, tablets, laptops etc.
- If a student has lost their login details, they can get a code from their Teacher



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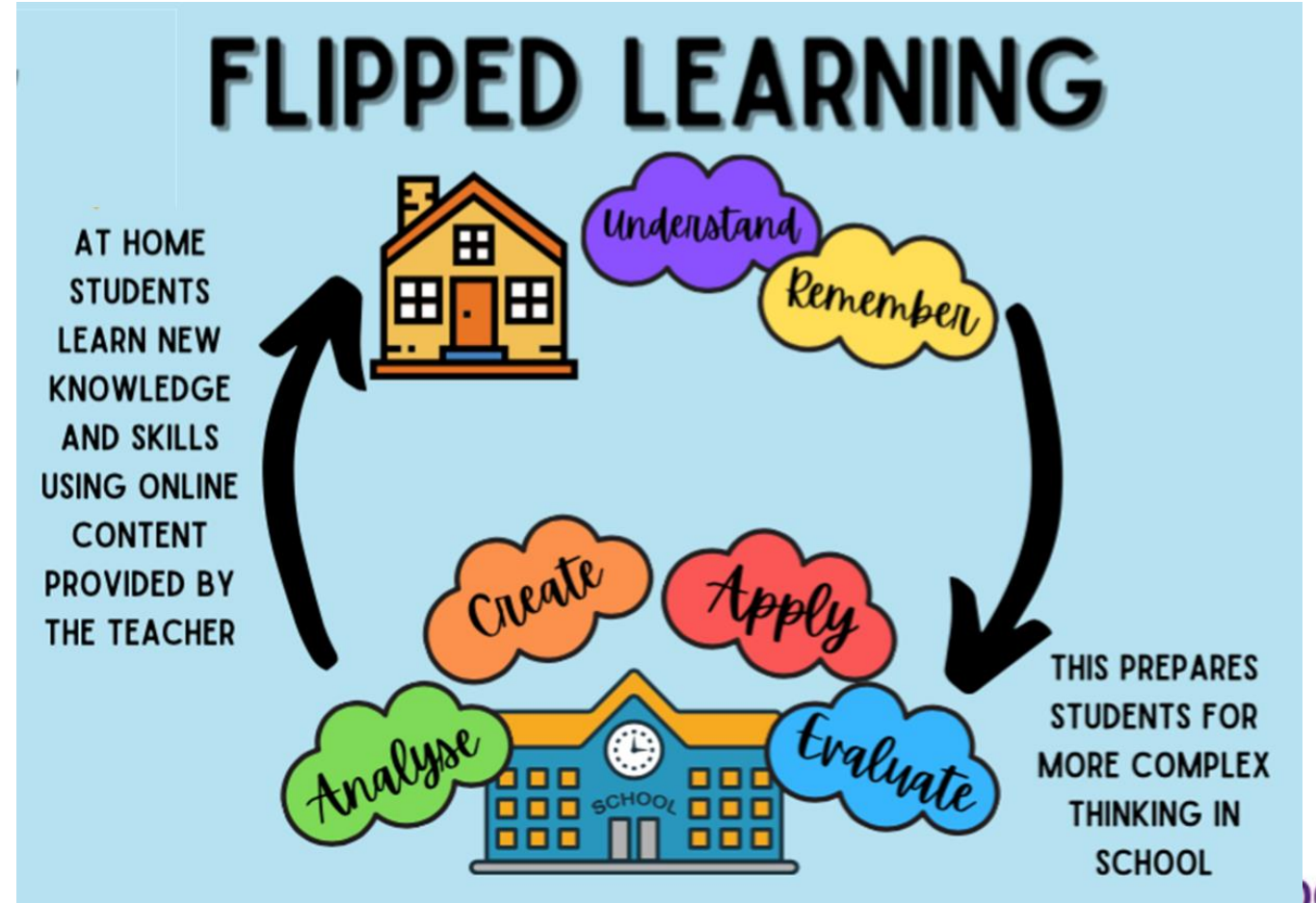


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Departmental Homework

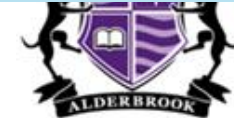
- This homework will be aimed at applying knowledge taught or introducing new knowledge
- Department Homework will be assessed and monitored by Subject Teachers



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1.3.1. Diffusion

☐ Name ONE factor that can affect the rate of diffusion.

1.3.3. Osmosis & Active Transport

☐ If a cell is placed in a hypotonic solution, in which direction will the net movement of water be?

1.3.4. Active Transport

☐ Describe TWO differences between diffusion and active transport.

First name ^	Last name ^	1.4.1 ^	1.4.2 ^	1.4.3 ^	1.5.1 ^	1.5.2 ^	1.5.3 ^	1.5.4 ^
		27%	54%	59%	51%	72%	73%	78%
		53%	91%	72%	45%	49%	N/A	33%
		79%	58%	N/A	N/A	100%	47%	76%
		46%	N/A	55%	51%	55%	90%	32%
		43%	86%	46%	46%	49%	85%	42%
		37%	N/A	68%	26%	47%	67%	N/A
		54%	N/A	65%	27%	64%	N/A	21%
		N/A	43%	N/A	72%	38%	38%	N/A
		53%	76%	59%	46%	55%	49%	N/A
		57%	48%	61%	46%	N/A	16%	N/A

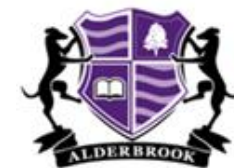
Supporting your child

- Identifying days and times when homework can be completed
- Encourage reading – discuss what they have read
- Praise hard work and effort

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Contact

- Whole School Homework – Form Tutor
- Department Homework – Subject Teacher

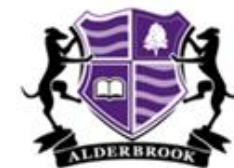
0121 704 2146

office@alderbrook.solihull.sch.uk

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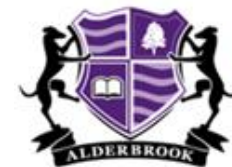
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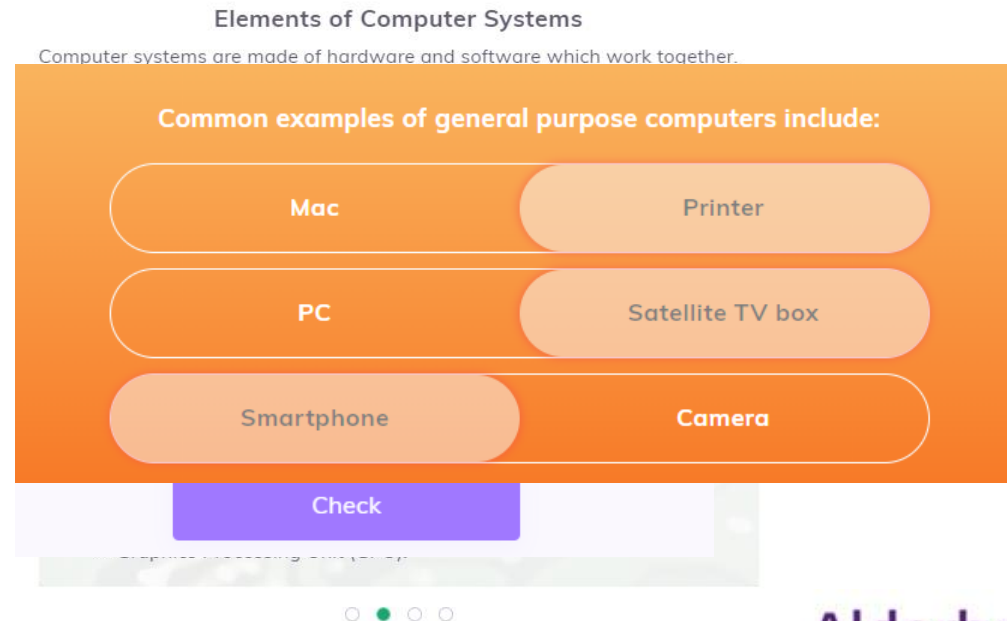


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What is Seneca?

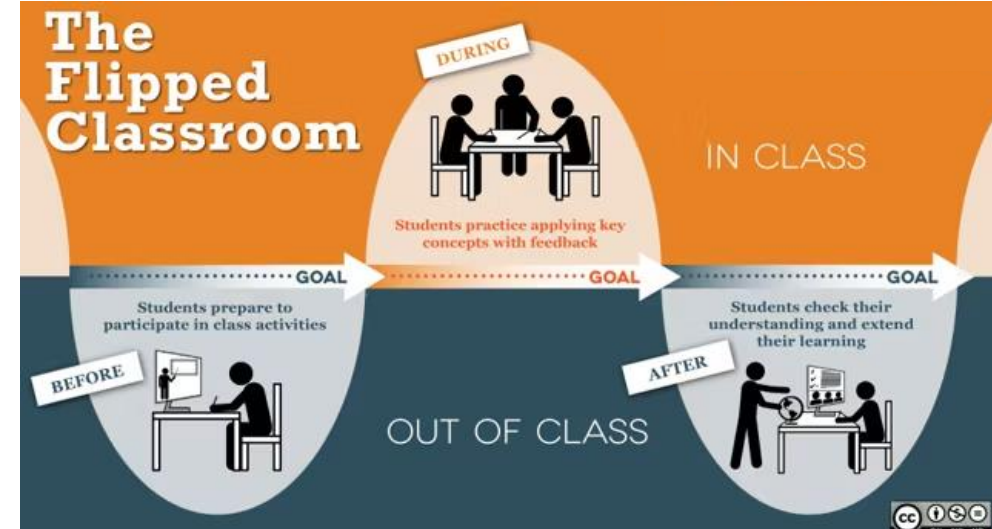
- Seneca is an online platform that can be used as an effective & engaging interactive learning and revision tool using

- Dual-Coding
- Elaboration
- Interleaving
- Spaced practice
- Retrieval practice
- Concrete examples
- Practice exam questions (AI Auto-marked)



How can your child use Seneca?

- Independent Flipped Learning.
- Homework is mapped alongside programme of study.



Search for a course to add to this class...

Filters Clear all (3)

Price ▼

☐ Free (2)

☐ Premium (5)

Age Group ● >

Subject ● >

Exam Board ● >

Type >

Tier >

GCSE X Computer Science X OCR X

Computer Science: OCR GCSE

Computer Science: OCR GCSE - Diagnostic Misconceptions

Computer Science: OCR GCSE - Hardest Questions

Computer Science: OCR GCSE - HyperLearning

Computer Science: OCR GCSE - Predicted Papers

Computer Science: OCR GCSE Paper 2 - The Night Before

Premium

Premium

Premium

Premium

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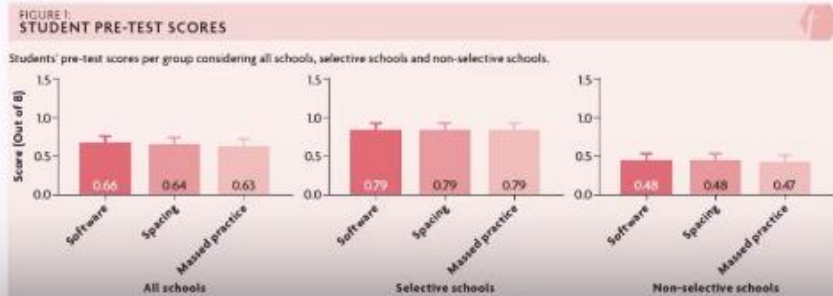


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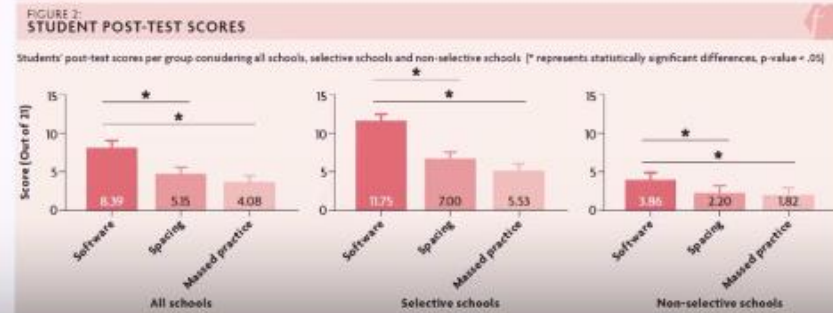
Why use Seneca?

- Increase level of control on how/what to study.
- *How – Flip cards, Dual coding, Retrieval practice.
- Test control trials reflect of improved attainment after using Seneca.

Pre-test scores



Post-test scores



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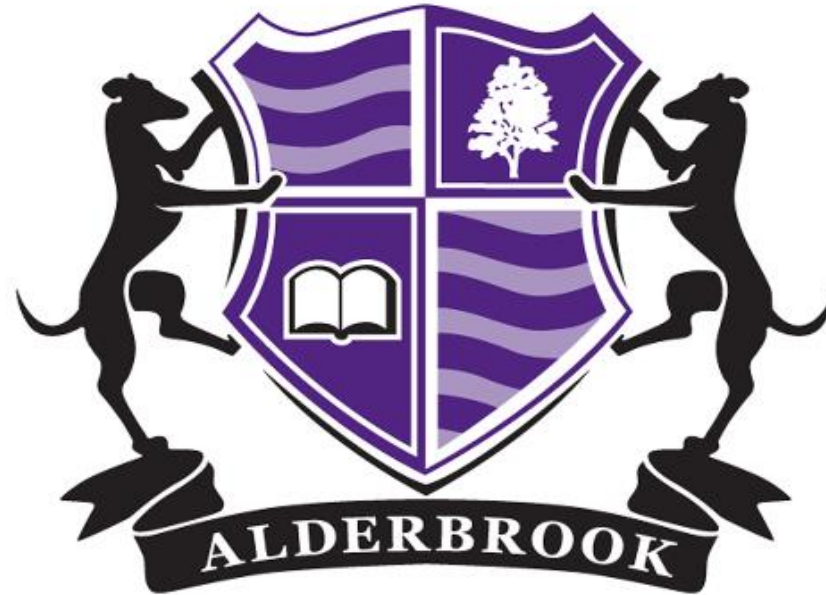
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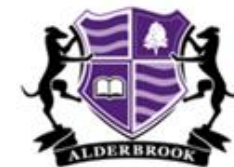
WELLBEING at ALDERBROOK



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Year 9 Key Staff



Ms Thandi

Assistant Head



Ms Williamson

Head of Year



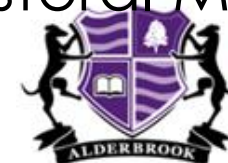
Mr Middleton

Pastoral Manager

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Year 9 Form tutors:

901	Mr C Finnegan
902	Miss A Gumbley
903	Miss A Sheikh
904	Miss A Jaffery
905	Mrs R Balderson/Mr Farmer
906	Dr F Greenwood
907	Mrs S Tierney
908	Mrs S Batool/ Mr B Sadr Salek
910	Miss A Shinnick
911	Mr J Scott
912	Mr A Padam

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Contact

- Office@alderbrook.solihull.sch.uk
- Form tutor
- Head of year/Pastoral manager

Thank you!

Aim for this year:-

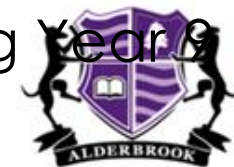
- **Continue to embody our school values** (Ambition, Bravery, Kindness and Proud) and start to think about GCSEs
- **Navigating the students through the challenges of the next three years**
Distractions
Discovering themselves as teenagers –who am I and who do I want to be?
- **Continued collaborative** working with you the parents

Please get ready to make a note of key dates regarding Year 9

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Year 9 Key Dates

- Parents Evening: 30th November 2023
- Assessment Period 1: 18th December- 22nd December
- Options Evening: 23rd January 2024

Other useful contact numbers & Websites

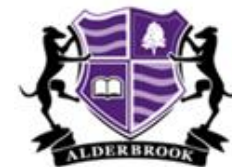
- Kooth is a free, safe and anonymous online counselling and support service that we would recommend. Students have been introduced to the website in assemblies <https://www.kooth.com/>
- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>
- If parents or carers are concerned that their child is being contacted by adults as a result of having shared sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk, or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Thank you for
attending

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