



Year 9 Parent Information Evening 2024-25

“

It's not what we do once in a
while that shapes our lives.
It's what we do consistently.

—
TONY ROBBINS

GRACIOUSQUOTES.COM



Vision and Values

Vision Statement

Carre's Grammar School will be the best it can be for the young people in its care, challenging all members of the school community to achieve excellence in a wide range of academic, cultural and sporting activities.



CGS Safeguarding Team



Designated Safeguarding Lead:

Mrs Goymer

Deputy Safeguarding Leads:



Mr Newell



Mr Offer



Mrs Angell



Mr Smith



Mrs Green



Mrs
Clapham

Safeguarding Governor: Helen Renard

I am worried about something- who can I talk to in school?

1. Form tutor
2. Head of Year
3. A teacher you trust
4. Student Support
5. Mrs Goymer or a deputy





What does *safeguarding* mean?



Safeguarding means that all staff will:

- Protect you from harm
- Help to make sure nothing stops you from being happy
- Make sure you are safely looked after
- Make sure you have the best life chances

It's about you!

- Your health, safety and welfare are very important to us
- We respect all students and help protect their rights
- We want you to remain safe, in school and at home



Where else can I get help?



Online:

- [Kooth](#)-anonymous live chat mental health support
- Lincolnshire Talking Therapies (steps2change) for post 16 mental health support (online self-referral)
- Apps such as CALM and Headspace
- [Youngminds.org.uk](#)
- [Childline.org.uk](#) 0800 1111
- [Themix.org.uk](#) (text THEMIX to 85258)
- Samaritans 116123

Face to face:

- Student Support
- Any trusted adult
- Visit your GP
- Counsellor (school can help find one)
- CAMHS here4you 0800 234 6342
- Healthy Minds (online self-referral or see GP)



Adults in school wear these lanyards:

CGS School Staff

KSHS School Staff

Checked adults (can be on their own)

Unchecked adults (should not be on their own)



If you spot an adult with no lanyard or on their own wearing red- please tell a member of staff



SEND-Annual Reminder...

- **Teacher Standard 5:** *'Adapt teaching to respond to the strengths and needs of all pupils' (including those with SEND).*

We all are teachers of SEND, for most students their needs will be met through the Quality First Teaching (QFT) delivered in your classroom.



CGS Student Support Team



Overseen by Mrs Millband and Mrs Goymer



Mrs Clapham
Deputy DSL



Mrs Millband



Mrs Manley



Mrs Sivyer



Mr Appleby

**Top floor of
School
House (MFL)
- next to
room 37**



CGS Wellbeing Ambassadors





What we do:



We are sixteen sixth form students who have undergone training to help those struggling with their mental health.

- We will offer one-on-one sessions to students and have an email for students to message us on.
- We want to reduce the stigma around mental health by talking about it and sharing our own experiences on handling stress in aims of helping others.
- We know its sometimes scary talking to an adults about your worries that why we're here to bridge the gap between students and staff.
- These sessions are confidential as long as we do not believe you to be a harm to yourself or someone else.



Homework

Friendship

Exam Stress

Sleep

Some Common Issues.

New School

Relationships

Parents

Disorganisation

Teachers

Bereavement



What Can Happen If You Are Unable To Talk About Your Mental Health? It Might Lead To...

Isolation

It can often feel as if you're alone with your worries and that no one else can relate to your experiences, but when you talk about them, you will most likely realise that others are feeling the same and can relate.

Stress

If you don't have anyone to share your concerns with, it can often lead to them spiraling and becoming a much larger problem than if you had discussed your problems in the first place.

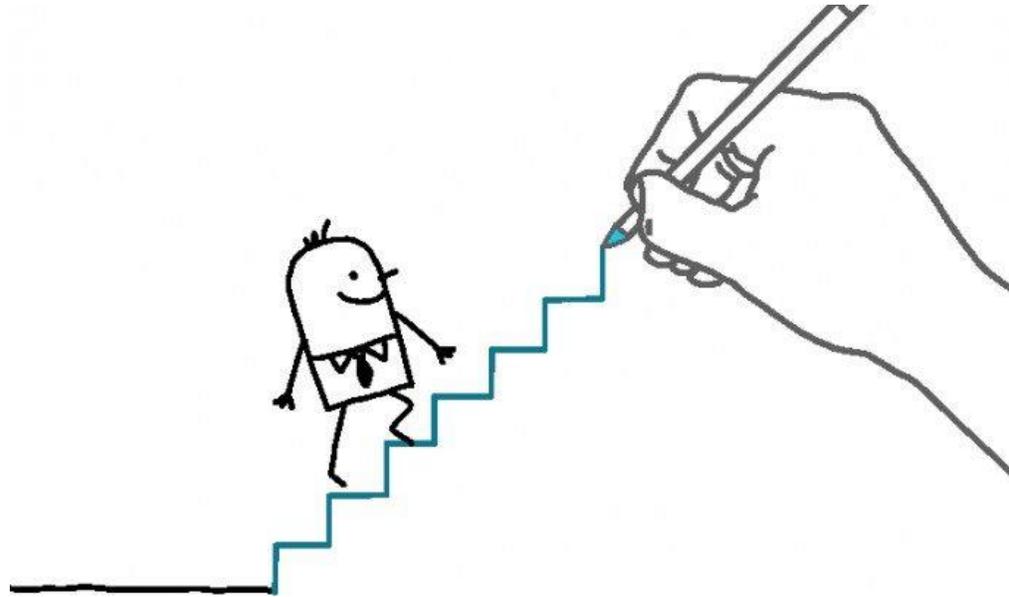
Anxiety

People who are suffering with mental health, can often become stressed about dealing with their emotions and symptoms. We have been trained to be aware and know when to signpost to more help.



FORM TUTORS

- Team of The Week
- Fortnightly Focus
- Rewards
- Attendance
- Low-level Issues
- Global Citizen
- Reading Articles
- Building Relationships





TUTOR INFORMATION

TUTOR EXPECTATIONS

	Arrive on time – 8.46 is late.
	Take part in tutor activities.
	Arrive correctly dressed - school shoes, blazer, right tie length and shirt tucked in.
	No Phones during Tutor Time – Unless its Kahoot!

EQUIPMENT

Every day all students must have, as a basic minimum, **a pen, a pencil and their planner** (the 3 Ps).

However, all students **should** have:

A blue and a black pen	A pencil sharpener
A pencil	A whiteboard pen
A rubber	A basic maths set
A ruler	A calculator

Students **must** ensure that they have any other kit and/or equipment as required by specific subject areas (e.g. PE kit).

The School Day

08.45 – 09.05	Tutor
09.10 – 10.10	Period 1
10.15 – 11.15	Period 2
11.15 – 11.40	Break
11.40 – 12.40	Period 3
12.40 – 13.25	Lunch
13.25 – 14.25	Period 4
14.30 – 15.30	Period 5

Term Dates

Autumn Term	STARTS – 5th September 2023 HALF TERM – 20th -30th October 2023 ENDS – 20 th December 2022
Spring Term	STARTS – 3rd January 2024 HALF TERM – 11th-18th February 2024 ENDS – 27th March 2024
Summer Term	STARTS – 15th April 2024 HALF TERM - 25th May- 2nd June 2024 ENDS – 19th July 2024

CODE OF CONDUCT

- Be **courteous, polite** and show **respect** to all.
- Move around school in an **orderly** manner.
- Be **punctual** to form time and all lessons.
- Go to the **toilet** and fill up your **bottle** at **break** times.
- Only eat in designated areas- clean up your **litter**.
- No chewing gum.
- Treat school property with respect.
- **No Mobile phones** between the hours of 8.40am and 3.40pm.

EXCELLENCE FOR ALL

Work Hard
Be kind
Try your best
Believe in yourself



Attendance



Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.



Rewarded weekly



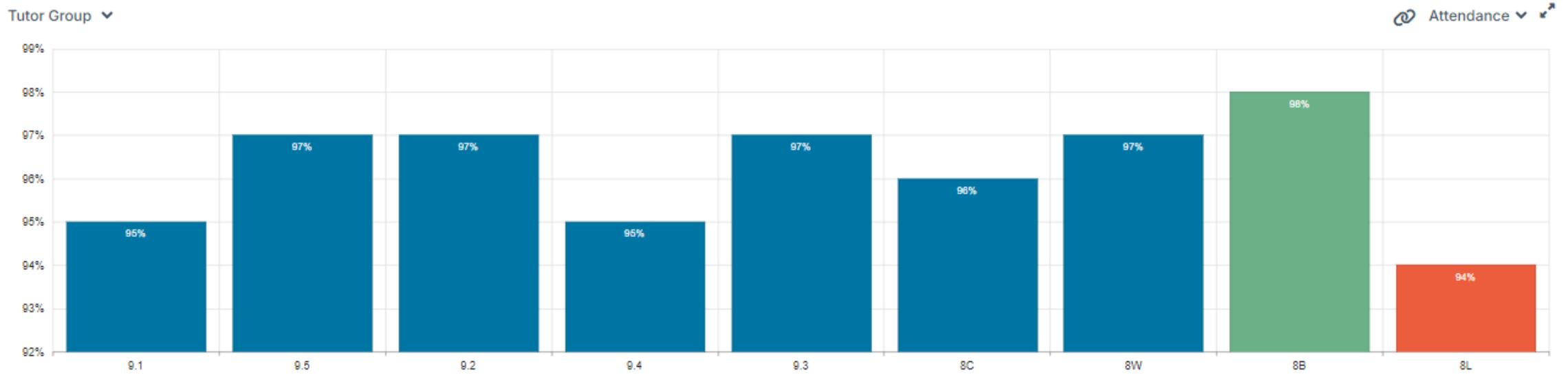
Looking to bring in 100% attendance rewards.



Concerns...



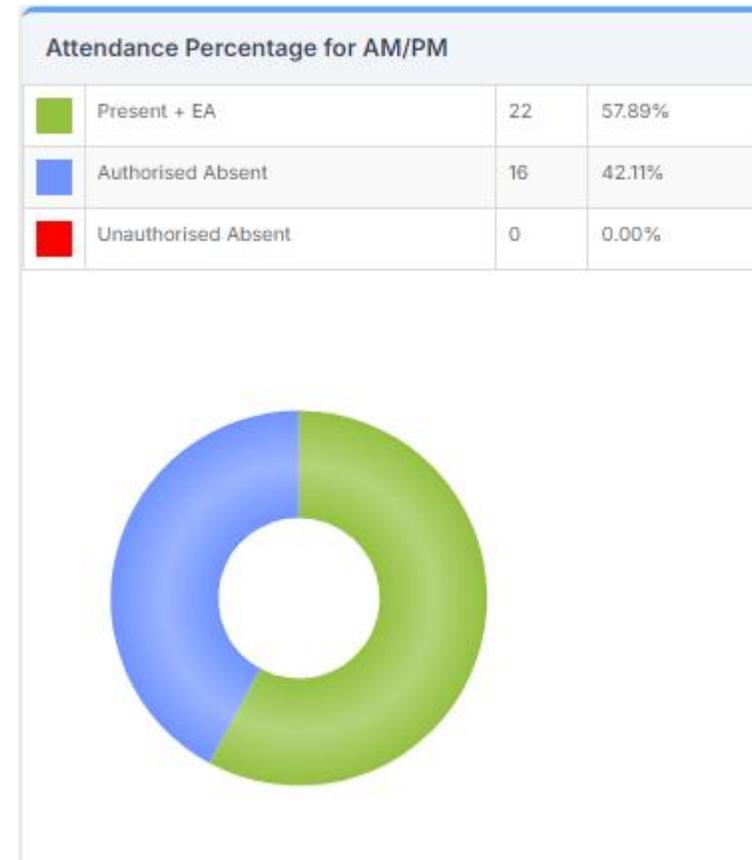
Attendance by Tutor Group





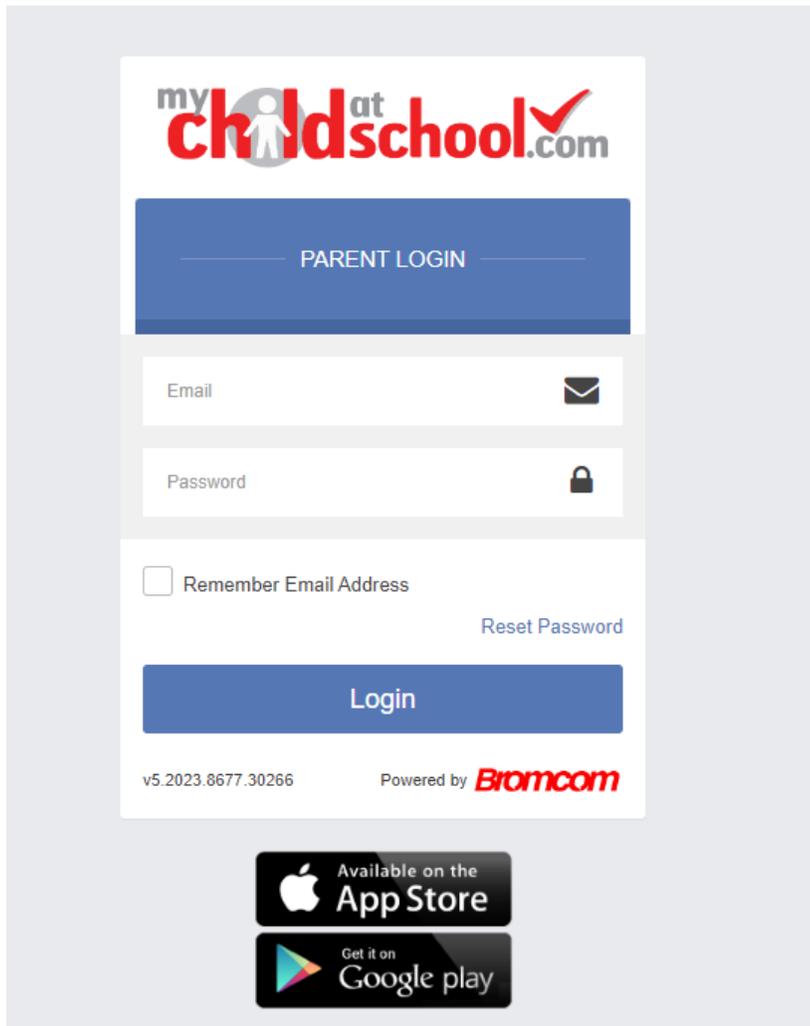
Individual Monitoring - Attendance

Week Beginning	Mon Reg	Mon PM	Tue Reg	Tue PM	Wed Reg	Wed PM	Thu Reg	Thu PM	Fri Reg	Fri PM
01/09/2024	‡	‡	‡	‡	‡	‡	/	\	/	\
08/09/2024	/	\	I	I	/	\	/	\	I	I
15/09/2024	I	I	I	I	I	I	I	I	I	I
22/09/2024	/	\	/	\	I	I	/	\	/	\
29/09/2024	/	\	/	\	-	-	-	-	-	-
06/10/2024	-	-	-	-	-	-	-	-	-	-
13/10/2024	-	-	-	-	-	-	-	-	‡	‡





MyChildAtSchool App (MCAS)

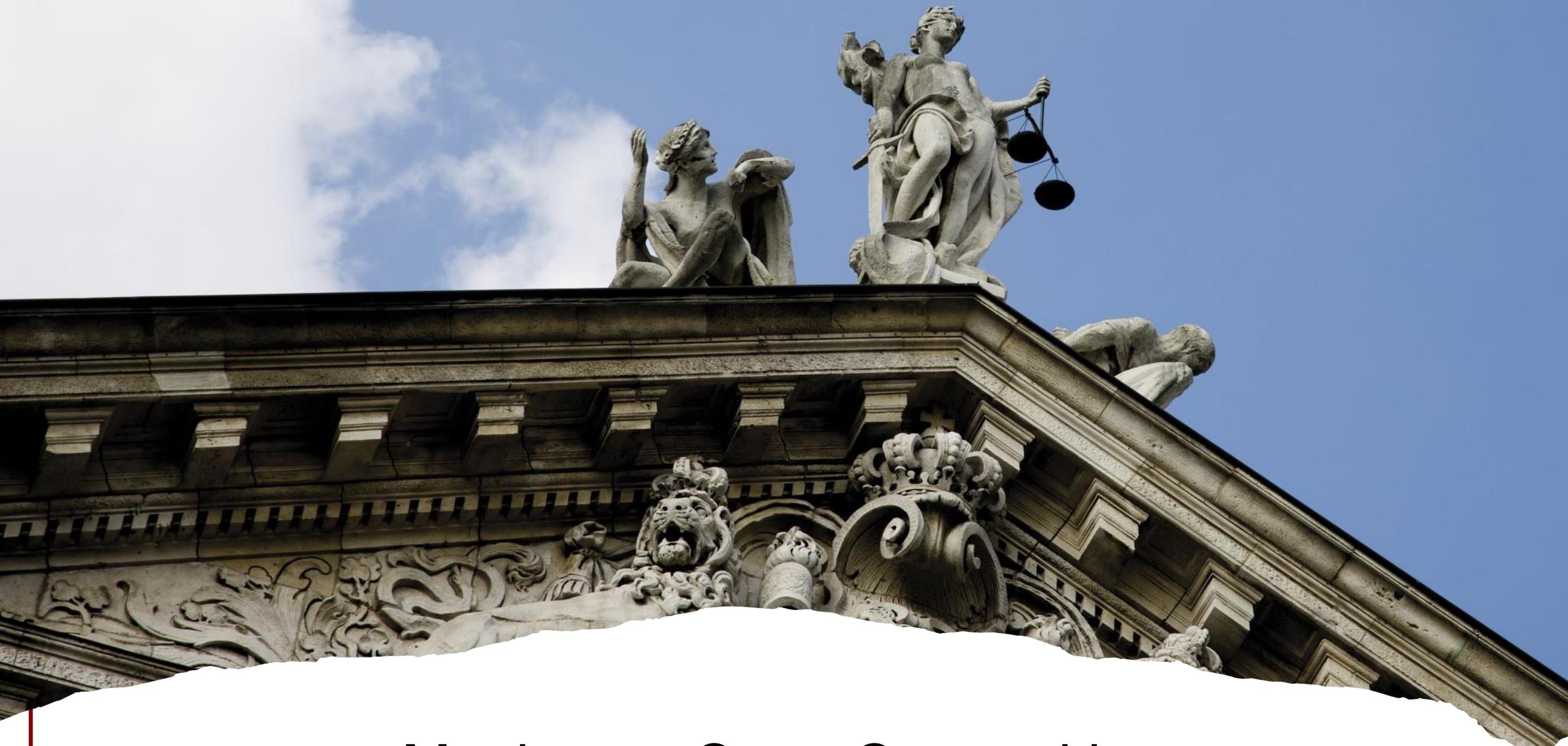


- Useful
- Information
- 2-way
- Over-used?



Vaping

- What are 5 dangers of vaping?
- Asthma. Vaping can make you more likely to get asthma and other lung conditions.
- Lung scarring.
- Organ damage.
- EVALI (e-cigarette, or vaping, product use associated lung injury).
- Addiction.
- Cigarette smoking.
- Second-hand exposure.
- Explosions



Magistrate Court Competition



Magistrate's Court Competition

- *“Competing in the Magistrates’ Court Mock Trial Competition is a **fantastic opportunity** for pupils. Not only do they get to understand the legal system and can visit a court setting but it also allows pupils to build **leadership skills** and confidence as they build their cases.”*
- *Every week until the competition, usually on a Saturday in March.*



Curriculum Intent

It is our ambition that all students leave Carre's Grammar School having achieved their academic potential as well as being fully prepared for their next stage in education, or for work, and having acquired an enthusiasm for lifelong learning.



Carre's Grammar School

Destination Data

Percentage of Year Group Applying for a University Place 74%

Of those who applied:

- % taking up their Firm Choice 67%
- % taking up their Insurance Choice 14%
- % taking up a place through Clearing 19%
- % deciding not to take up their University place 0%



Carre's Grammar School

Destination Data

Number of students opting for non-University routes 29

Of those who selected alternative pathways:

- Apprenticeship applicants 11
- Gap Year (with a view of applying for an apprenticeship) 13
- Employment 10
- Forces 3



Why is reading so important?



- 'In a world where inequality is widening, where family and community networks are fragmenting and poor health and wellbeing is reaching epidemic proportions, **we need the power of reading more than ever as a tool for change**' (Hilhorst et. al, 2018)
- Children from disadvantaged backgrounds who read often tend to score better than more privileged pupils who do not read at all' (*Hilhorst et al. 2018*)
- Byrnes and Wasik (2019) **There is a strong connection between reading skills and the level of academic and professional success enjoyed by an individual in his or her lifetime.**



READ ALL ABOUT IT:

Why reading is key to GCSE success



“Our study showed that there is a significant correlation between reading ability (as measured by the New Group Reading Test, a termly, standardised reading assessment) and GCSE results across all subjects.

This was not just the case in English, but in maths and science too. Indeed, the correlation between good literacy and good student outcomes at GCSE was higher in maths (0.63) than in some arts subjects like history (0.61) and English literature (0.60).”



Reading improves concentration

Reading is a **complex mental task** which makes you utilize your brain. This in turn:

- Improves concentration
- Improves ability to pay **attention**
- Improves ability to **focus** for longer periods of time





Reading builds self-esteem



- Reading more expands the amount of **knowledge** you have and more more knowledge leads to higher self-confidence.
- Avid readers find it easier to **communicate** because of their expanded vocabularies which in turn improves their self-confidence.
- Reading leads to **higher attainment** across the curriculum which boosts self-esteem.



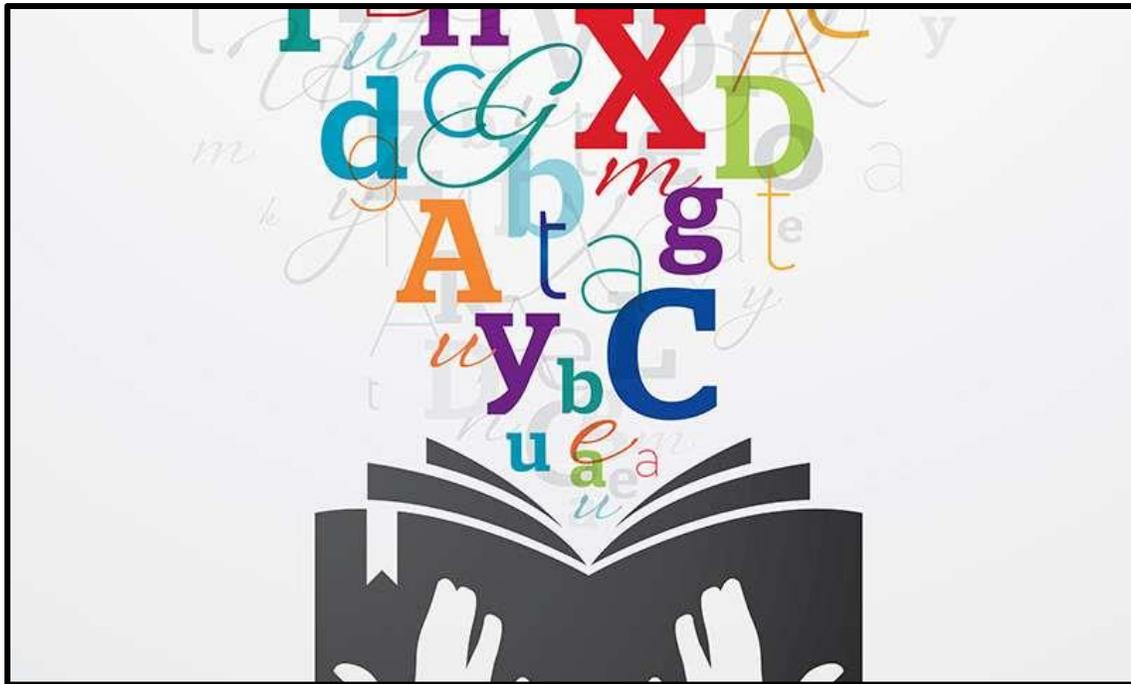
Reading improves creativity & imagination



- Reading about new things challenges your **brain to think in new ways.**
- Reading helps to develop the creative side of the brain by exposing it to **unique or unfamiliar ideas.**
- Our brain processes descriptions by putting them into **mental pictures.**
- Reading opens up **new worlds** which can enrich children's lives.



Reading improves vocabulary



Reading challenging books will expose children to many **new words**.

Books not only teach you what words mean but how to use them correctly as you learn new words through **contextual clues**.

*For Example: **Melancholy***

When all of Brian's friends left town for the summer, he felt so melancholy and alone, his mum signed him up for camp.

Vocabulary is one of the most measurable and valued forms of intelligence.

Reading also improves spelling purely because you are seeing the words over and over- effortless studying!



Reading broadens your horizons



Reading gives you an insight into **diversity and other cultures**.



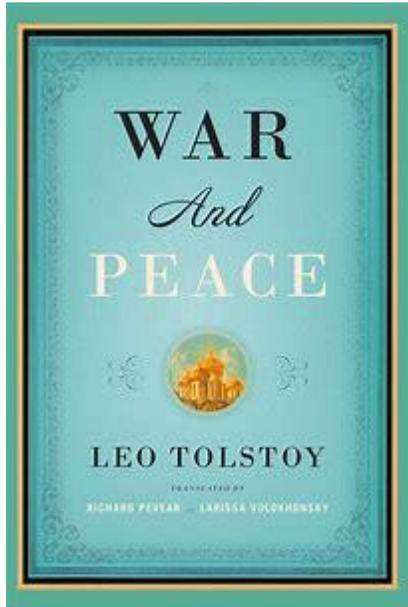
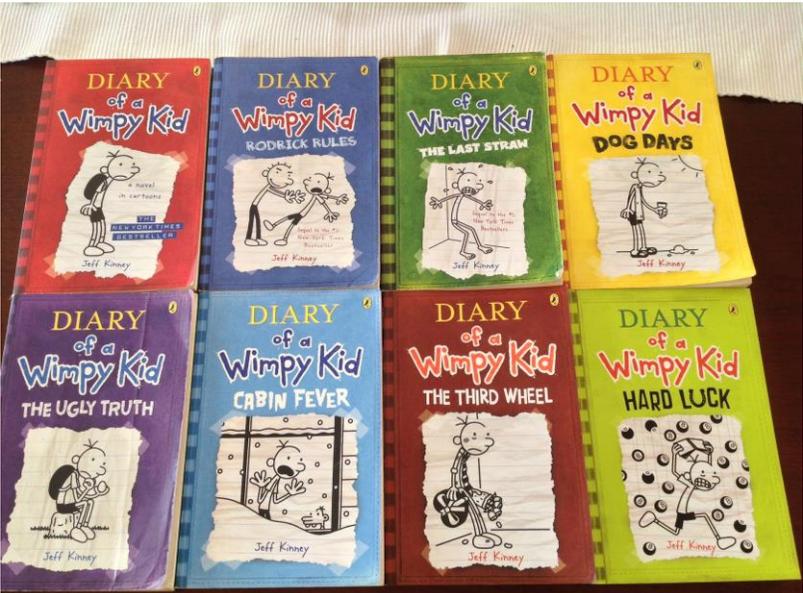
It teaches you about people, places and events **outside of your own experiences**.



It teaches you about different **beliefs and ways of life** that may be new to you.



Importance of quality (A mix of pupils choosing and being guided)





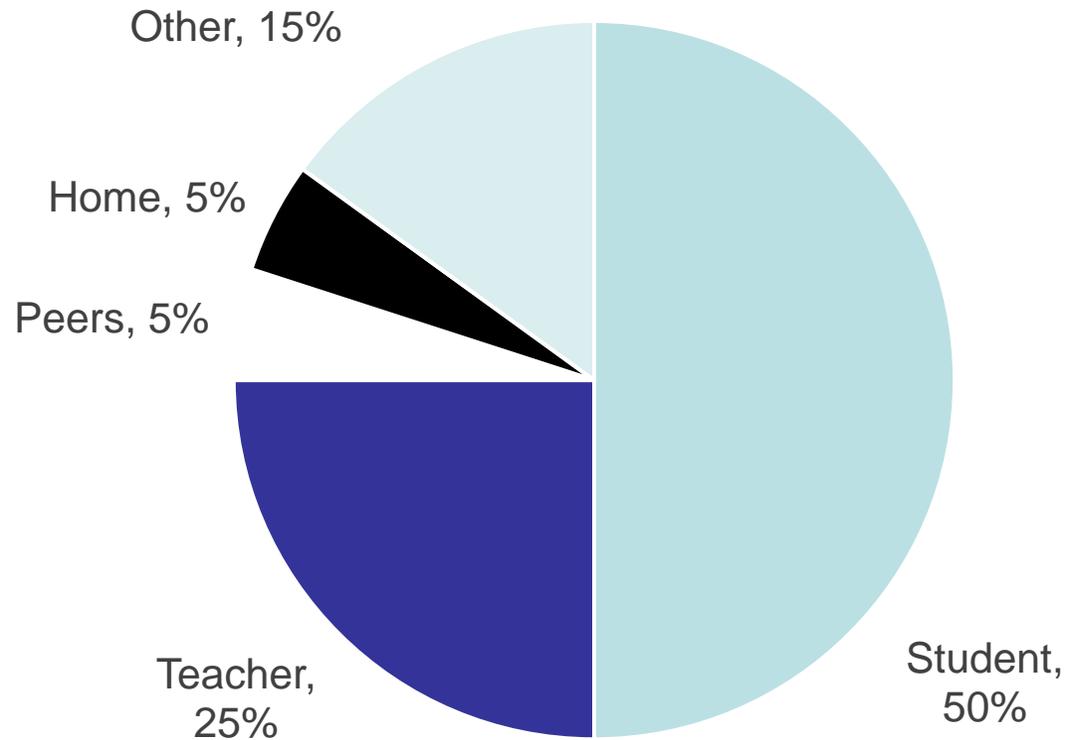
Independent Study Project

Carre's Grammar School and Exam Study Expert





- **“Student” factors explain 50% of the variance in academic outcomes** – e.g. conscientiousness, quality of study strategy



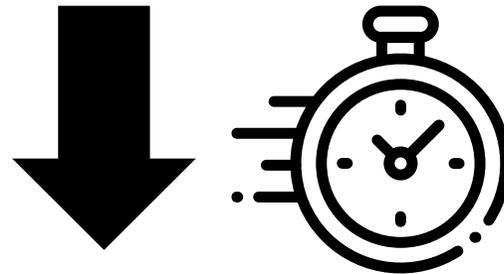
Seminal meta-analysis based on 250,000,000 individual student responses (not a typo)



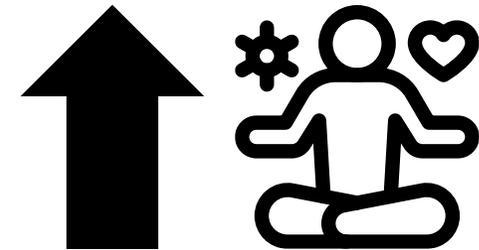
• Why study (even) smarter?



Higher attainment



More time effective



Improved wellbeing



Revision Census

Week beginning 7th October, in form times.

This is what it looks like:

<https://www.smartsurvey.co.uk/s/preview-24/>



"This **really is a fantastic report and is so useful**. We have already started using it to **reinforce and prioritise revision techniques** within the school."

"I personally have **used the findings from the census a huge amount** in my teaching and have **shared it with the school a lot.**"



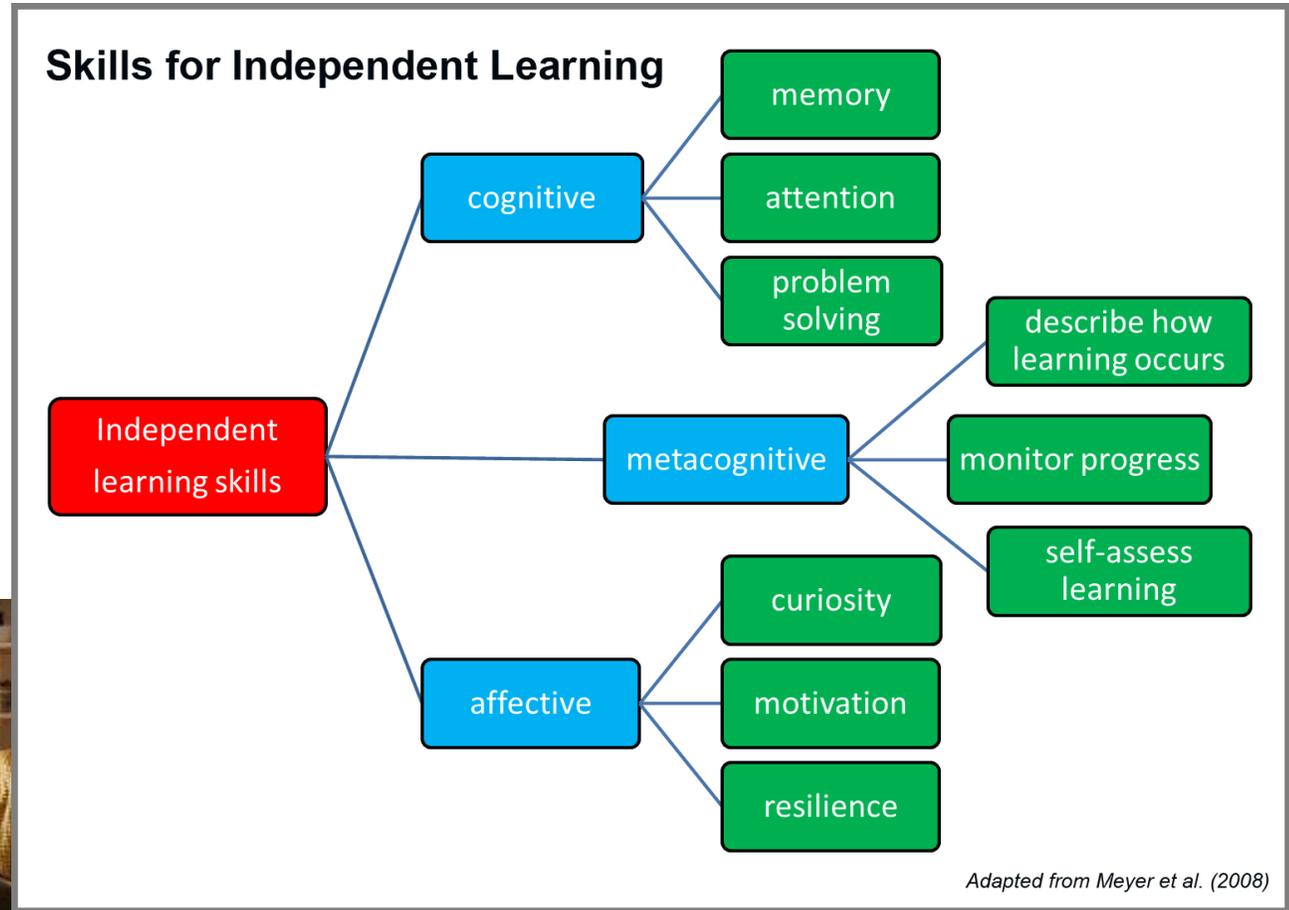
"We have worked with William closely over the last 3 years. The Revision Census student voice survey that he organises each year has been **very useful, shining a light on students' study habits** and **pinpointing areas we need to focus on.**"





INDEPENDENT STUDY

- Flash Cards
- Re-write notes
- Long answer questions
- Under-pressure
- As often as possible





WAGOLL

Week 1 Beginning: 3rd October 2022

Subject	3rd October	Monday lundl Montag lunes	Date due
Hist	do Spanis almada HH IV News Mog		
I			
d	Hist: Start homework		
r	French: vocab study		
e	E.P: Watch newsround		
n	Music: practise music instruments		
d	English: analyze adverts x2		
Subject	4th October	Tuesday mardi Dienstag martes	Date due
I	E.P - Watch Newsround		
d	Sci - EduKatte quiz x5		
r	Geog - read geog book		
e	French - Vocab revision!		
n			
d			
Subject	5th October	Wednesday mercredi Mittwoch miércoles	Date due
I	German - vocab study		
d	MUSIC - played instruments		
r	Sci - educate quiz		
e			
n			
d			

Subject	6th October	Thursday jeudi Donnerstag Jueves	Date due
	English - make sure revision is done!		Mon
I			
d	English homework		
r	E.P - Watch Newsround		
e	Sci - EduKatte quiz		
n	German - vocab study		
d			
Subject	7th October	Friday vendredi Freitag viernes	Date due
	Math Maths watch quiz!		Fri 14 th
I			
d	Maths Parallel quiz x2		
r	P.D Personalitie quiz x2		
e	Maths homework complete!		
n			
d			
Parent/Teacher Comments			
My child has completed his independent study and / or homework this week:			



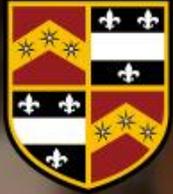
[Term Dates](#)

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Robert Carre Tr



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Respect



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Overview

Art

Business & Economics

Design & Technology

English

Ethics and Philosophy

Geography

History

Computer Science

Mathematics

Modern Foreign Languages

Music

Personal Development

Science

Sports & PE



Week commencing: **25 SEPTEMBER 2023**

TIMETABLE – Week 2

EARLY BREAK – Year 7 – 11.05am

Bulletin

Litter Duty – WELBY/8.5

	Monday 25 September	Tuesday 26 September	Wednesday 27 September	Thursday 28 September	Friday 29 September
AM	Staff Briefing – Sixth Form Workroom	Tutor Team Briefing European Day of Languages!	Pastoral Briefing – Sixth Form Workroom	Department Meeting	SLT & HoY Meeting SCHOOL PHOTOGRAPHER – NEW STAFF, Y7, 10 & 12
Break 1	LRC - All Years	LRC - All Years	LRC - All Years	LRC - All Years KS3 Drama	LRC - All Years
Break 2	LRC - Year 7 Fitness Suite – Members only All years - Board Game Club, 37 Young Journalist Club, 10 Band, Music Room Biology Help Club, 17 Debating/Public Speaking Club, Week 1 only, 11	LRC - Year 8 Fitness Suite – Members only Warhammer Club, 26 Elite singers & Trumpets, Music Room	LRC - Year 9 Fitness Suite – Members only Composition Club, Music Room Y7 & 8 Science Club, 15	LRC - Year 10 Fitness Suite – Members only Dungeons & Dragons Club, 37 School Choir, Music Room Chess Club, 43 Y9-13 Physics Helpdesk, 5	LRC – Year 11 Fitness Suite – Members only Keyboard Club, Music Room Queer Alliance, 5
PM			1.30-3.30pm U18 Netball v SGA, SH		
After School	Homework Club (LRC) til 4.30pm U18 Football, inc. Y11, 3G Y7 & 8 Rugby, Govs' 5.30pm Year 7 Information Evening	Homework Club (LRC) til 4.30pm Y9 & 10 Football, 3G U18 Volleyball, SH 3.45pm SLT 5-7pm RCT Trustee Board Meeting 6-7.15pm Year 10 Information Evening	Homework Club (LRC) til 4.30pm Y8-13 Basketball, SH 3.30-6pm Y10 Rugby Tournament, Newark Rugby Club 4-5.30pm U16 Football v SGA, 3G	Homework Club (LRC) til 4.30pm Y7 Football, 3G Y9, 10 & 11 Rugby, Govs' 3.30-6.30pm Y7 8 & 9 Rugby Tournament, Bourne Rugby Club 4-6pm Y11 Rugby v Spalding, Govs'	Homework Club (LRC) til 4.00pm Y8 Football, 3G Y7 Basketball, SH



EXTRA-CURRICULAR

All sessions will run from 3.45pm-5.00pm unless stated and will start from Monday 11 September

Monday	Break 2 Fitness Suite*			
Tuesday	Break 2 Fitness Suite*	Y9 Football Mr Tear		
Wednesday	Break 2 Fitness Suite*	Y8-13 Basketball Sports Hall Mr Smith Mr Pickard Mr Tear		
Thursday	Break 2 Fitness Suite*		9, 10 & 11 Rugby Governors' Field Mr Offer Mr Rooney Mr Tear	



How much do they change?

	A	B	C	D	E	F	G	H	I	J
1	Numbe ↑	Yr 9 ↓	Yr10 ↓	Yr 11 mock 1 ↓	Yr 11 Mock 2 ↓	GCSE ↓	FFT Ave ↓	EXAM - FFT ↓	Y9 - y10 ↓	Y9 - GC ↓
2	1	8.2	8.8	9	9	9	7.8	1.2	0.6	0.8
3	2	7.5	7.9	8.3	7.6	8.27	7.6	0.67	0.4	0.77
4	3	6.8	6.3	8	7.3	7.73	6.1	1.63	-0.5	0.93
5	4	7.5	7.4	8.2	8	7.55	7.5	0.05	-0.1	0.05
6	5	6.9	7.4	8	7.2	7.36	6.7	0.66	0.5	0.46
7	6	7.5	6.7	7.7	7.1	7.18	7.7	-0.52	-0.8	-0.32
8	7	6.3	6	7.4	6.5	7.05	7	0.05	-0.3	0.75
9	8	6.3	7	6.9	7.3	7	7.3	-0.3	0.7	0.7
10	9	6.5	6.7	7	7	7	6.5	0.5	0.2	0.5
11	10	6	6.3	7.3	7	7	6.8	0.2	0.3	1
12	11	7.4	6.9	7	7	6.45	6.7	-0.25	-0.5	-0.95
13	12	5.4	5.3	6.4	6.3	5.7	6.7	-1	-0.1	0.3
14	13	5.2	5.1	6.3	5.6	5.7	3.9	1.8	-0.1	0.5
15	14	4.5	4.4	5.6	4.6	5.67	3.4	2.27	-0.1	1.17
16	15	3.8	5.1	5.1	4.8	5.67	4	1.67	1.3	1.87
17	16	5.2	4.7	5.7	5.2	5.45	4.9	0.55	-0.5	0.25
18	17	5.8	4.3	6.4	5.3	5.4	7.5	-2.1	-1.5	-0.4
19	18	5.5	4.6	5.4	4.9	5.39	5.6	-0.22	-0.9	-0.11
20	19	6.3	5.8	5.7	5.6	5.36	7.5	-2.14	-0.5	-0.94
21	20	5.4	5.2	6	5.4	5.32	7.4	-2.08	-0.2	-0.08
22	21	4.5	5.4	5.5	4.8	5.1	5.6	-0.4	0.9	0.6
23	22	5.9	5.5	5.6	5.3	5.09	6.8	-1.71	-0.4	-0.81
24	23	5.2	4.2	5.1	4.7	5.05	6.5	-1.45	-1	-0.15
25	24	5.2	5.1	6.3	4.8	5	5.5	-0.5	-0.1	-0.2
26	25	5.7	5.2	6	5.2	4.91	6.9	-1.99	-0.5	-0.79
27	26	4.7	3.8	5.1	4.5	4.85	6.2	-1.35	-0.9	0.15
28	27	5.2	4	5.6	4.3	4.8	7.8	-3	-1.2	-0.4
29	28	5.4	0	4.6	3.3	4.75	5.7	-1.95	-5.4	-0.65
30	29	5.9	5.3	5.4	4.7	4.73	6.8	-2.07	-0.6	-1.17
31	30	3.9	3.2	3.9	3.6	3.8	5.6	-1.8	-0.7	-0.1
32	31	3.7	3	4	4	3.56	3.5	0.04	-0.7	-0.14



Key Dates

- **Year 9 Exams w/c 5th May**
- **Training Days**
 - Friday 18 October
 - Monday 28 October
 - Monday 6 January
- **Parents' Evening - Thursday 5 December**
 - **Year 9 - KS4 Curriculum Evening**
 - Wednesday 29 January



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 Nip in the Bud

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[Fact Sheets](#) / Smartphones and social media fact sheet

Smartphones and social media fact sheet

The digital landscape has transformed in the last decade and, currently, nine in ten children will own a smartphone by the age of eleven. The long-term impact on children's mental health and development isn't fully understood, but current research suggests that the messages they receive during these formative years can shape their beliefs about themselves and the world around them – sometimes adversely affecting their mental health.

Smartphones and social media have become unavoidable realities and practicalities of daily life for most of us. New technology is continually evolving, and as children grow up, we need to teach them how to navigate the internet safely and critically, recognise when something isn't right, and feel confident approaching someone for help when they need it.

The tricky questions are how and when to introduce them to the smartphone and the world of social media.

Many psychologists, headteachers and GPs are recommending these two basic rules:

- No smartphones until the age of 14
- No social media until the age of 16



- <https://www.youtube.com/watch?v=5Zhfd0jW7iY&t=605s>