

Welcome to Year 9

Please take a QR
code sheet - this
links to lots of
useful online
resources!



**25th September - Kat Nicholls - Head of
Year 9**

Housekeeping

1. Slides from this presentation will all be emailed and available on the website after this event.
2. Please stick to the areas around the Plaza, Canteen and upstairs in the E Block - this way we can ensure supervision around the site.
3. Assembly point is the plaza/field - you will be shown there by teachers in the event of an emergency.

We work best when we work together!

The purpose of this evening is to:

- Set up a strong start for a successful year 9.
- Equip you with the information, resources and channels of communication you need.
- Work with you so your child achieves their best - by being Ready, Respectful, Working and Safe



The Weald School

A 'how to' guide
to supporting your
child at school.

Year 7



We work best when we work together!

OPPORTUNITY

Challenge & support
High expectations & empathy
Rigour & optimism

COMMUNITY

Mutual respect
Working together
All stakeholders engaged

We work best when we work together!

OPPORTUNITY

Work hard!

COMMUNITY

Be kind!

But students can only
thrive and make the most
of these opportunities if
they're here as part of
our community!

Year 9 is all about:

- ❑ Starting KS4 - their first year of studying for their GCSEs
- ❑ Beginning their option subjects that they've chosen to study
- ❑ Building an exciting future through making good choices, building resilience and making fantastic memories.



In Year 9 (KS4) they study:

KS4:

- ❑ **Core Subjects** – English (2 GCSEs Literature & Language), Maths (1 GCSE), Science (2-3 GCSEs combined or triple)
- ❑ **Option Subjects** - 4 GCSEs
- ❑ **Religious Studies** (1 GCSE) - exam in year 10
- ❑ All other exams are in year 11



Making Good Choices



Make Good Choices



1 Arrive on time with the correct equipment **READY**

Be on time!      Correct uniform

2 Keep hands, feet and comments to yourself **RESPECTFUL**

Don't shout out   Are you... engaged? resilient? motivated?  Be kind to yourself & to others

3 Listen in silence and put your hand up to speak **WORKING**

Work hard  Actively listen  Work in silence when asked 

4 Do as you are asked when asked **SAFE**

Follow instructions   Are you supporting your own learning & that of others?  No mobile phones

 Teachers aim to:

1. Meet and greet you and sanction lateness
2. Be positive and consistent with you
3. Warn you calmly to prevent sanctions
4. They will not negotiate and will follow things up

Opportunity and Community

Make Good Choices



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Make Good Choices



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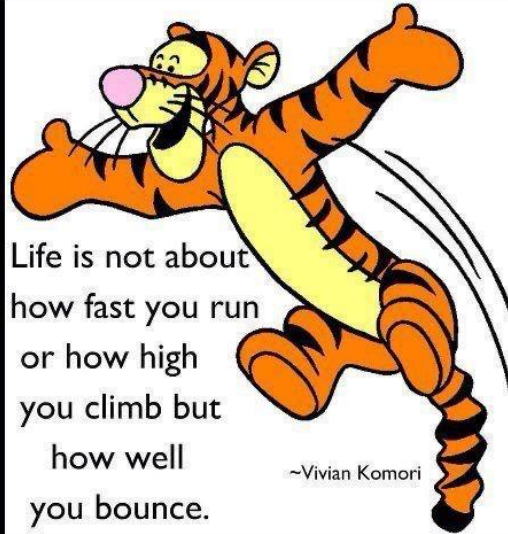
Be on time!

Build a strong core!

How to make a strong start in English, Maths and Science this year!

Subject	Year 9
Maths	Complete your Sparx Maths homework when it is set, so you have time to fix any issues before the deadline. If you get stuck, use the worked example in the linked video clip to help you answer your question. If you complete it quickly, try the optional XP Boost and Target homeworks to challenge yourself and make even more progress.
English	Read for 10-20 minutes every day and discuss what you are reading with someone at home. This could be non-fiction (like diaries, biographies, news articles, etc) or fiction . If you are not sure what to read, speak to your English teacher or our librarian.
Science	You will have a separate book for Biology, Chemistry and Physics in a green, orange and purple book respectively . Try your best to recognise which topics are in which unit . There is a lot to learn at GCSE and some things are abstract so make sure you question things you don't understand and complete work outside of the lesson to support your understanding. Discuss the things that have interested you at home

**BUILD
RESILIENCE**



When you're strong, independent
and take responsibility for yourself



Option queries/changes:

- Please email the subject teacher with any queries or concerns.
- Any requests to change options need to go in an email to scatt@theweald.org.uk after 29/9/25.

We must all work together to make attendance our priority

Students who attend school nearly every day in Year 11 are **1.9 times more likely to achieve a Grade 5 in English and Maths GCSE** compared to students who only attend **90-95%** of the time

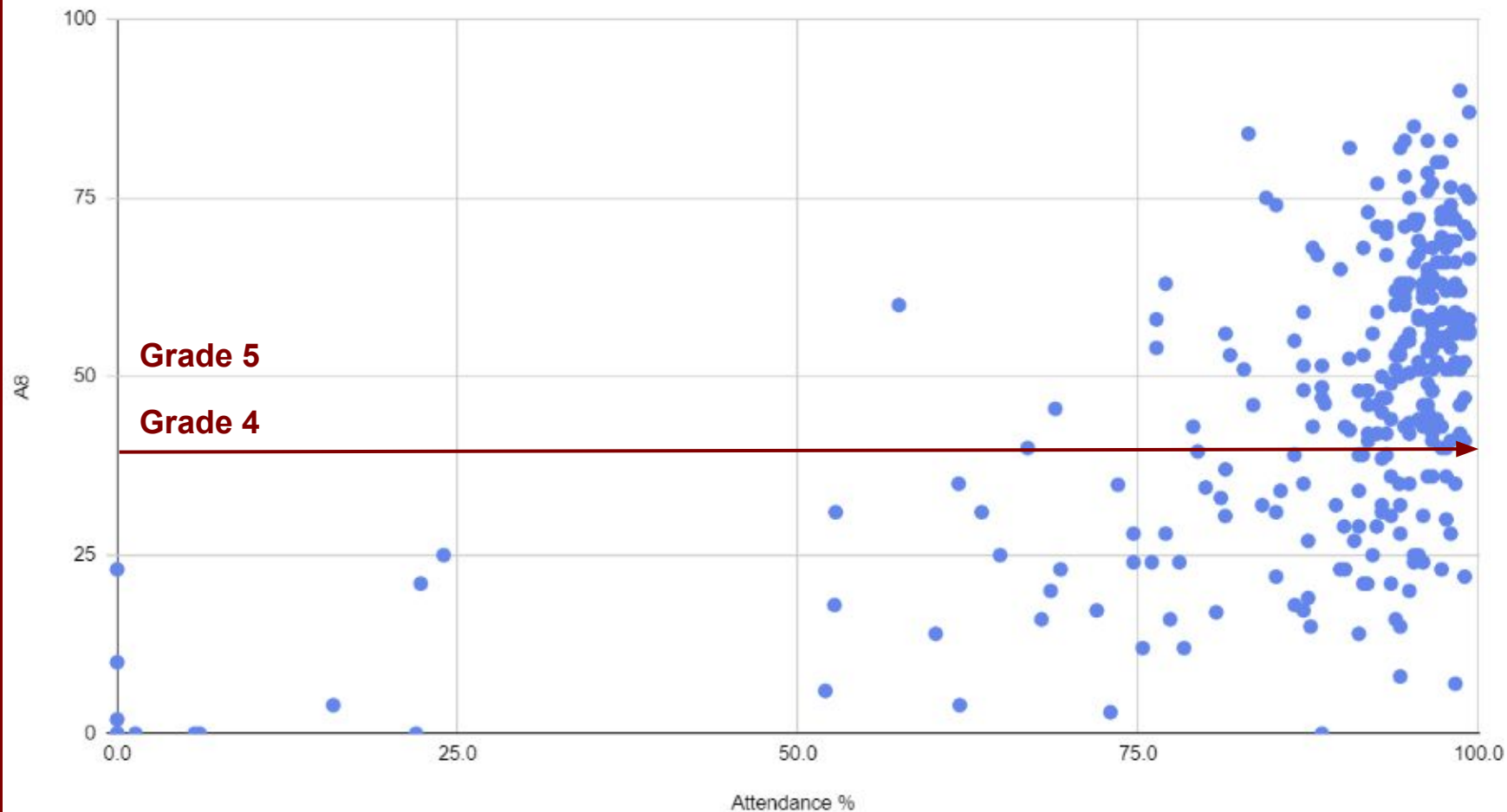
And they are **3 times more likely than students** who only attend **85-90%** of the time (*who lost a total of 4 - 6 weeks of school*)

We must all work together to make attendance our priority

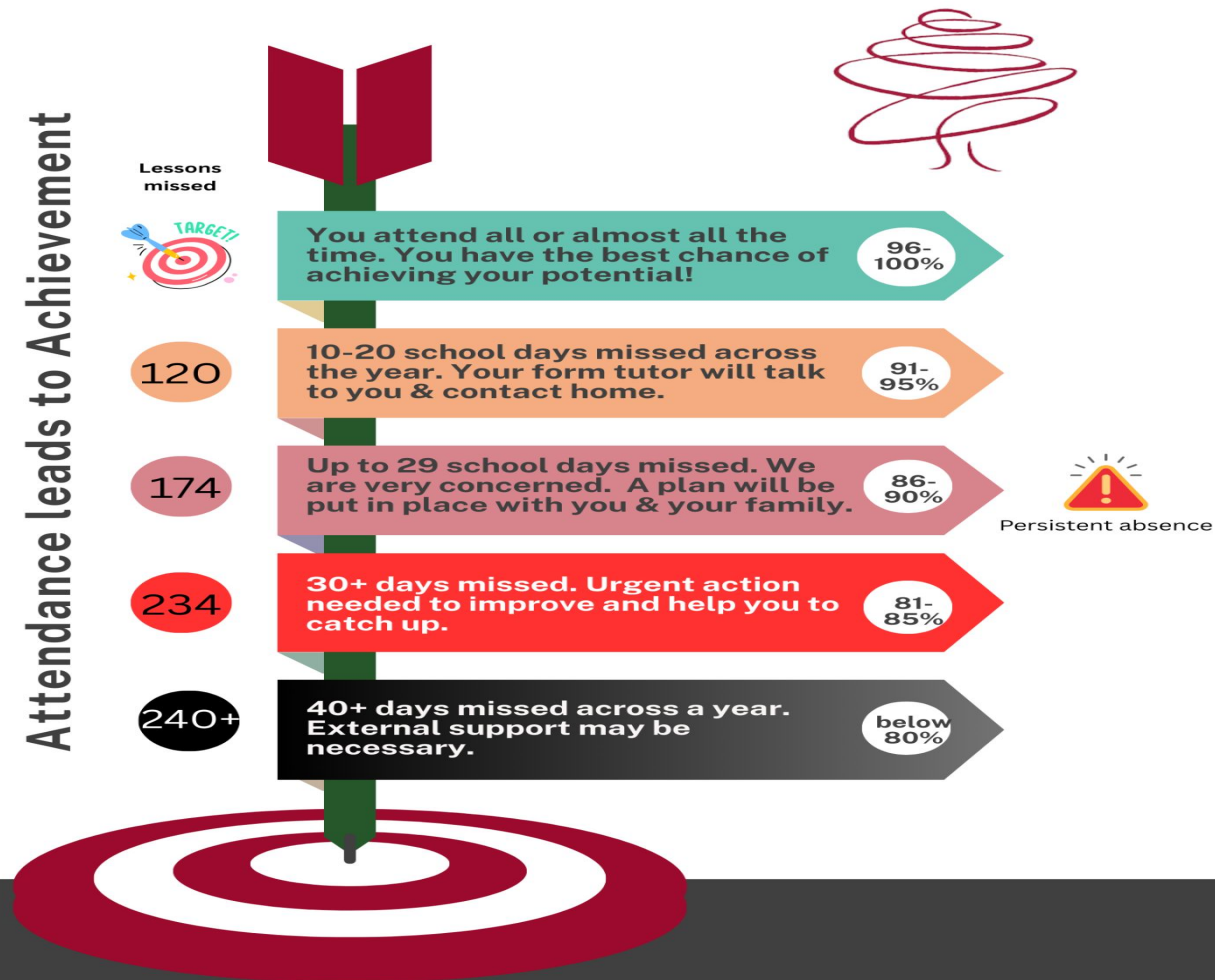
This means missing just 10 days of the year reduces the likelihood of achieving grade 5 in English and Maths by around 50%!



A8 vs Attendance %



Attendance leads to Achievement



Students with 95-100% attendance are 1.9 times more likely to achieve a grade 5 in English and Maths than those with 90-95% attendance. This equates to up to 20 days extra in school over the year - the equivalent of up to 1 day off per fortnight. (DfE, March 2025)

Make 
Memories





Make 
memories





Make  memories



After School Sports Clubs - Autumn 1

Monday (No Buses)	Tuesday	Wednesday	Thursday	Friday (No Buses)
U19 Football Astro JHY	7 & 8 Football Field / Astro BME / JMA	GCSE Revision / Catch up A7 OSE	Cheer Gym MBE	
	GCSE Revision / Catch up A7 PLE	Netball Courts BHA / SGO	Badminton Sports Hall SHA	
	10 Football Field DSN	Hockey Astro MMC	Girls Football Astro KAS / JMA	
		Gymnastics Gym JAM	9 Football Field PLE	

All clubs are free to join, just come along to PE at 3:05pm with your kit and equipment. Clubs run from 3:05pm - 4:15pm

Enrichment opportunities this year

	<u>Enrichment Day 1 - 27/11/25</u> Letter home - October 2025	<u>Enrichment Day 2 - 19/03/26</u> Letter home - February 2026	<u>ACE WEEK 27th June - 4th July 2026</u> Letter home - 12/09/25
Y7	Team building in school	Opportunity & Community in school activities Curriculum trips Theatre Trip Stadium Trip	Opal Coast, France (3 nights) Ace Week Residential Approx £559pp - payable in 5 installments Register your interest by 19 September Deposits required 3 October
Y8	History Enrichment Day Enriching students current learning - The British Empire - Portsmouth Dockyard Trip Payment due October 2025	Migration enrichment (Maths / Geography / MFL)	Various enrichment activities onsite - some may incur a small cost.
Y9	Diversity day - in school	Business & Enterprise day - in school Various curriculum enrichment trips - The National Museum of Computing Stadium Tour Theatre Trip Playxperience Trip	Ace Week European and UK residentials Please see booklet - emailed 11/9/25. Register your interest by 19 September Place confirmation by 26 September Deposits required by 3 October
Y10	Future Choices day - in school GCSE Geography Coasts Fieldwork (offsite)	Diversity day - in school	Work experience - ALL students MUST organise a placement
Y11	Sixth form taster day or college visit	Out Of Bounds Activity Centre - Trip	n/a



WELCOME
TO **EDINBURGH**

ACE WEEK 2026

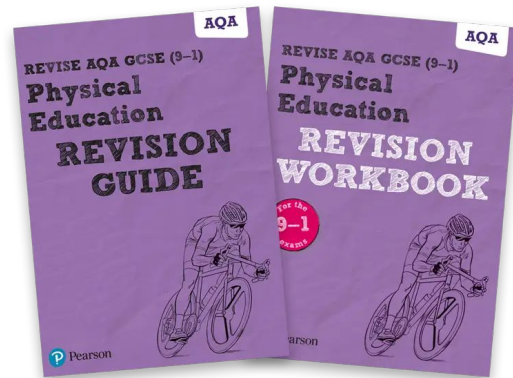
Saturday 27 June - Saturday 4 July

Residential Trips x5



Be informed...

- ☐ What specification are they studying in each subject?
- ☐ Is it 100% exam?
- ☐ How many exams?
- ☐ Is there a coursework element?
- ☐ Is this a two or three year course?
- ☐ What topics are tested on which paper?
- ☐ Is there a revision guide or workbook that would help?
- ☐ Are they looking after their class books / resources?



Do students work in 'set' or 'streamed' groups based on their prior attainment?

Please see our website/curriculum area for [Key Stage 3](#) / [Key Stage 4](#)

Year Group	English	Maths	Science
9	12 mixed smaller groups	6 groups of higher tier (1 takes Further Maths) 6 groups of foundation tier	12 mixed smaller groups
10	1 x highest prior attainment - the rest mixed	6 groups of higher tier (1 takes Further Maths) 6 groups of foundation tier	2 Triple science classes are taught separately 6 groups of higher tier 4 groups of foundation tier
11	1 x highest prior attainment - the rest mixed	6 groups of higher tier (1 takes Further Maths) 6 groups of foundation tier	2 Triple science class 6 groups of higher tier 4 groups of foundation tier

GCSE Grading

New Grading Structure

Old Grading Structure

9	A*
8	
7	
6	B
5	
Standard Pass → 4	C
3	D
2	E
1	F
	G
U	U

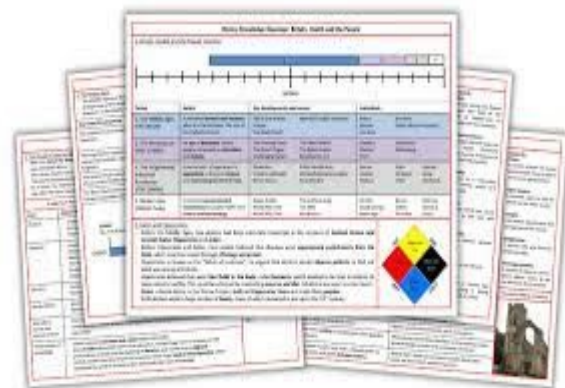
How will work be set for Homework?

The most frequent homework will be to review learning using Knowledge Organisers and PLCs (personal learning checklists). A bank of effective 'anytime' tasks is available [here](#) - so your child always has HW!

Other tasks will prepare for learning (e.g. research/reading) or practice skills learnt in the lesson.

Most homework is checked by being tested or used/applied in the next lesson.

Feedback might be verbal or to the whole-class - which students should act on to check and correct their work.



“

A knowledge organiser organises all the most vital, useful and powerful knowledge on a single page.

Joe Kirby,
Teacher and Education Blogger

Knowledge Organisers

1 3.1.1 Applied Anatomy and Physiology

Musculoskeletal System

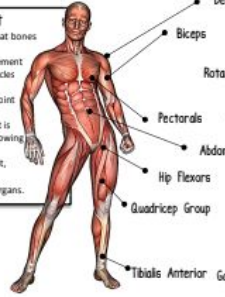
Major Bones of the Skeleton

The skeleton has many major articulating bones that work at joints to cause movement.



The Skeleton's Role in Movement

- Movement is possible due to the way that bones interact at joints.
- The structure of the skeleton allows movement to occur by providing points at which muscles can attach via tendons.
- The movement that is possible at each joint depends on the type of joint:
 - ★ Short bones allow movement that is more controlled and fine, e.g. throwing a dart.
 - ★ Long bones allow gross movement, e.g. throwing a javelin.
 - Flat bones provide protection for vital organs.



Major Muscles of the Human Body

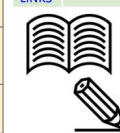
The skeletal system can't work on its own; it works with these major muscles to cause movement.



Knowledge organiser: Year 7 Term 2. Topic: Our Human Planet

Key Questions

- What is development?
- How do we measure and compare development?
- What is the HDI?
- Why did the development gap grow?
- How does the economic structure of a country change with development?
- What are the sustainable development goals?
- What is Urbanisation? (and how does it link to development?)



[BBC Bitesize KS3 Development](#)
[BBC Bitesize KS3 Migration](#)

Key Terms

Economic Structure	The percentage of jobs in each economic sector of a country.
Primary sector	Jobs that take resources from the environment eg mining / farming.
Secondary sector	Jobs that process and make goods (manufacturing) eg factories.
Tertiary sector	Jobs that provide a service for the public eg shops, hairdressers, doctors.
Migration	When people move to live in a different place.
Rural - urban migration	People moving from countryside areas to live in towns and cities.
Push factor	A reason making people want to leave where they live.
Pull factor	A reason making people want to move to a place.
Sustainable Development Goals	Goals set by the United Nations to all countries to improve the quality of lives of the people.
Human Development Index (HDI)	A measure developed by the UN that shows the level of development based on GNI, Adult literacy and Life expectancy.
Urbanisation	When more people live in urban areas compared to rural areas within a country.

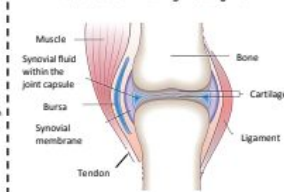
Key Terms

Development	The process of change in a country to make people's lives better.
Standard of living	The amount of wealth or personal comfort that a person or group of people have.
Quality of life	The wellbeing of a person or a group of people.
HIC; LIC; NEE	<ul style="list-style-type: none"> • High Income Country • Low Income Country • Newly Emerging Economy
Development Indicators	Data used to show us how developed a country is compared to other countries.
Birth rate/death rate	Numbers of babies born in a year per 1000 of population/numbers of people die in a year per 1000 of population.
Life Expectancy	Average age a person is expected to live to in a country.
Literacy Rate	Percentage of people with basic reading and writing skills.
Infant mortality	Number of babies which die before 1 years old per 1000 live births.
Gross National Income (GNI)	Total money earned by a country per year given in US dollars.

Joints

Joints are formed where two bones meet. Some joints are fixed and allow no movement, while others allow movement.

Structure of a synovial joint



How joints work

Structure	Function
Synovial membrane	Lines the joint capsule and produces synovial fluid.
Synovial fluid	Lubricates the joint.
Joint capsule	Encloses the joint.
Bursae	Reduce friction between bones.
Cartilage	Cushions the ends of bones.
Ligament	Connects bones to bones.

Synovial joints come in different types: hinge joints (found at the elbow, knee and ankle) and ball-and-socket joints (found at the hip and shoulder). They allow different movements to be performed. To find out more about movements at a joint, go to the link below.

To find out about how muscles work at joints, go to the link below.

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Support
The skeleton holds your vital organs in place and your vertebrae hold you upright.

Structural shape
A combination of fused and unfused bones allows the body to be stable while also moving at particular joints.

Blood cell production
Bones produce red blood cells which have a function of carrying oxygen to our working muscles.

Mineral storage
Bones store minerals, such as calcium, which are important for growth and development.

Points for attachment
Bones provide a surface for muscles to attach via tendons.

Movement
The structure and type of different bones determine the movement at a point where they meet (a joint).

Protection
Ribs protect internal organs from injury, e.g. during contact sports.

Functions of the skeleton

Personalised Learning Checklist



Red - not confident (>50%)



Amber - could answer a question (50-75%)



Green - very confident (75-100%)

Use your Knowledge Organisers alongside your exercise book with Classwork & Homework, as your main source of information for your revision.								
		Key idea	What you need to know:	Useful links	Confident	Requires more revision	Not at all confident - needs addressing	
Unit 1 - Our Perilous Planet	Natural Hazards	Key idea: What is a natural hazard?	What is a Volcano? What is an Earthquake? What is a Tsunami?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Key idea: What is the Earth's structure?	Can you name the 4 layers of the earth? Can you explain what happens in the mantle?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Key idea: What processes / landforms happen at plate boundaries?		https://www.bbc.co.uk/bitesize/topics/zn476sa/articles/zrcsr2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Plate tectonic theory		What happens at a Constructive plate boundary? What happens at a Destructive plate boundary?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				https://www.bbc.co.uk/bitesize/topics/zn476sa/articles/z9k496f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			What happens at a Collision plate boundary? What landforms occur at different plate boundaries?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				https://www.bbc.co.uk/bitesize/topics/zn476sa/articles/zxcrcmn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Key idea: What are the impacts/ effects/ responses of natural hazards?	What are primary effects? What are secondary effects? What are the short term/immediate responses? What are the long term responses?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Key idea: How can we reduce the impacts/ effects of natural hazards?	What is protection? What is prediction? What is preparation?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Development	How can we measure the level of development of a country?	What is development?	https://www.bbc.co.uk/bitesize/topics/zn476sa/articles/zbcqj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

edge organiser

edge organiser

edge organiser

Subject information			Very confident	OKay	Not confident
Week 1 Exams: Tuesday 2nd January - Friday 5th January 2024					
Subject	Topic/s	Revision Material			
English	1. Reading Assessment: - Analysis of two unseen public extracts - Selected questions based on first extract - Comparison between two extracts 2. Writing Assessment: - Short questions on figurative writing & technology - Writing the ending of a gothic short story	<ul style="list-style-type: none"> How to use evidence from a text Comparing Pastoral Texts Gothic writing: Browder's Organiser Productive Writing How to build a version 			
Science	Topic 1: Atomic Structure and the Periodic Table Topic 2: Plants Topic 3: Electricity and Magnetism Topic 4: Acids and Alkalis	Documents in the KS3 Science students drive with links to: <ul style="list-style-type: none"> knowledge organisers, practice questions, Science topics, EEC Intranet links. Where relevant, answers have also been provided.			
Geography	1. YEAR 7 Unit 1: Our Greenbelly: Friend or foe? 2. YEAR 7 Unit 2: Our Human Planet 3. YEAR 8 Unit 1: Our Perilous Planet	<ul style="list-style-type: none"> An assessment revision list and revision resources are linked to BROADCOM & Google classroom. This includes all areas you need to revise and also a list of key terms that you need to know. You should use your exercise book to help you revise, that also has the knowledge organisers. EEC Intranet: Map skills, Development & Natural Hazards 			
Music	1. Performance of in the Hall of the Mountain King (already completed) 2. Listening test covering Program music, their elements of music and how they are used	<ul style="list-style-type: none"> Knowledge organisers available on Google Classroom. 			
German	1. Introducing yourself 2. Physical descriptions (you and family) 3. Personality 4. School, subjects, opinions, timetable, money, uniform 5. Sports, hobbies and opinions 6. Buying food at a market using quantities and money 7. Ordering food at a restaurant 8. Food preferences & the past tense	<ul style="list-style-type: none"> Knowledge organisers in book and on Google classroom Class notes Quietest links in your quietest class 			
Spanish	1. Introducing yourself 2. Physical descriptions (you and family) 3. Personality	<ul style="list-style-type: none"> Knowledge organisers in book and on Google classroom Class notes Quietest links in your quietest class 			

HOMework HAbits

Routine >>>>>> Habit



Designated homework time

Homework Timetable: Year 10

Mon	Tue	Wed	Thu	Fri
Biology French / Punjabi Art Food	English Maths Business	Chemistry RS Computer Science	English Maths Health & Social	Physics Geography / History Citizenship

EXAMPLE

STUDY TIMETABLE

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

3.30						
4.00						
4.30						
5.00						
5.30						
6.00						
6.30						
7.00						
7.30						
8.00						
8.30						
9.00						
9.30						



Designated homework space



No distractions

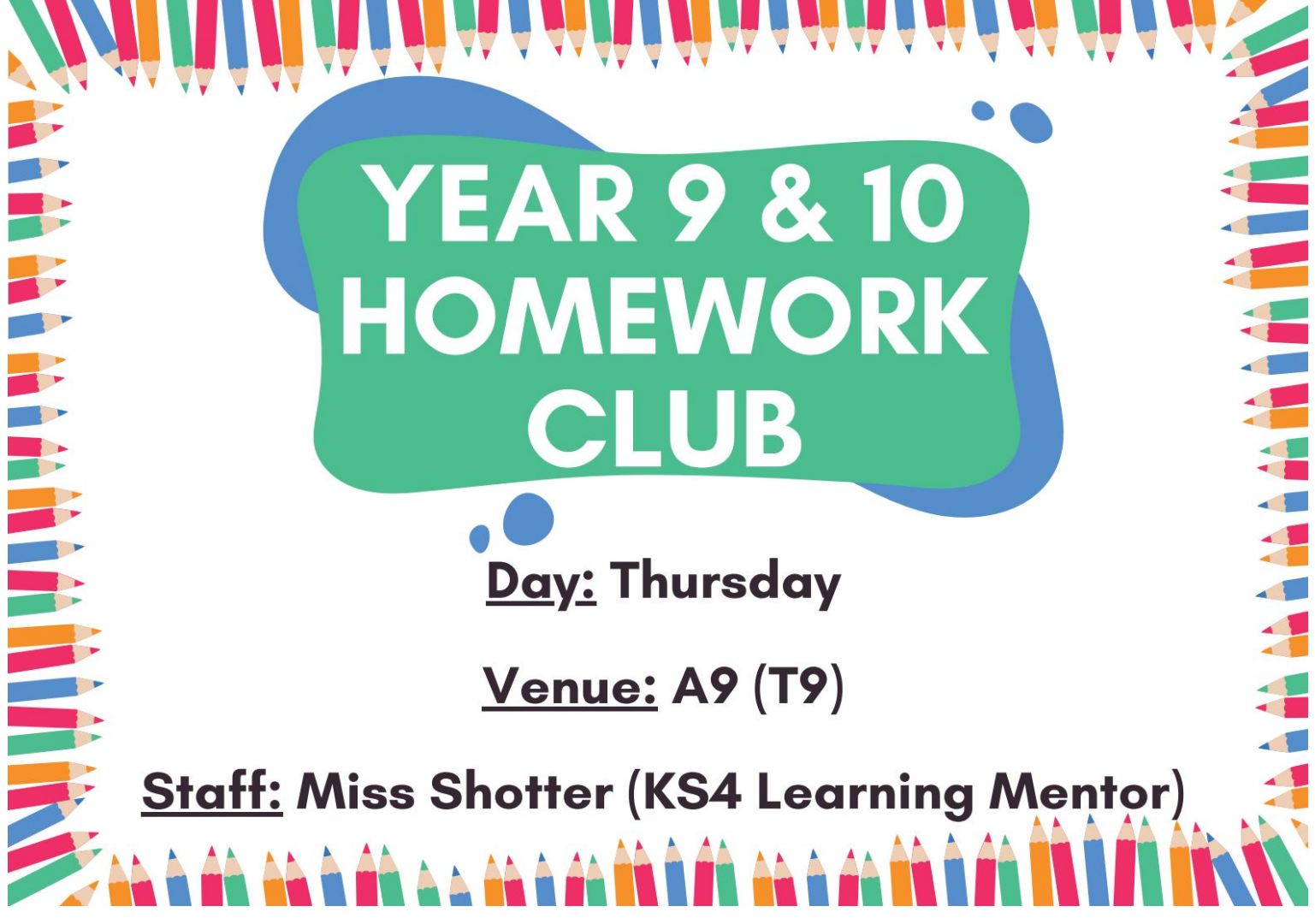


Time management / have a plan

- 45 minutes maximum on each piece.
- Some pieces may only take 5/10 mins.
Spend more time on those pieces that need it.
- Do what works for you... the subject you enjoy the most first or the hardest assignment first.

Pack your bag the night before / have a homework folder





YEAR 9 & 10 HOMEWORK CLUB

Day: Thursday

Venue: A9 (T9)

Staff: Miss Shotter (KS4 Learning Mentor)

Getting the basics right, everyday

Our ethos is embodied everyday by our Behaviour for Learning policy:

- ❑ Ready
- ❑ Respectful
- ❑ Working
- ❑ Safe

1 Arrive on time with the correct equipment READY	
Be on time!	Correct uniform
2 Keep hands, feet and comments to yourself RESPECTFUL	
Don't shout out	Be kind to yourself & to others
3 Listen in silence and put your hand up to speak WORKING	
Work hard	Actively listen
4 Do as you are asked when asked SAFE	
Follow instructions	No mobile phones
The Weald community school and sixth form Teachers aim to: 1. Meet and greet you and sanction lateness 2. Be positive and consistent with you 3. Warn you calmly to prevent sanctions 4. They will not negotiate and will follow things up	

What does working well look like at The Weald?

RED REVIEW: (+ KOs) to remember more

Retrieval from memory (no peeking!)	Elaboration explain why/how (in your words!)	Dual coding images with words (keep it simple!)
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RATIO: rise to the challenge

Everybody No opt out!	Hands down except Qs/ABC	Think hard keep trying for longer
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RESPOND: to feedback

Watch, listen to and read your feedback	Action feedback to improve	Check to not repeat mistakes
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READ: speak and write like a subject expert

Learn and use words from KOs	Read with finger/ruler + KO	Write and speak using subject structures
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RESPONSIBILITY: take it!

Have you stopped and checked? Re-read the Q or the worked example	Have you got what you need? Use resources - book, KOs or PLCs	Have you understood? Ask students and teachers for help
--	--	--

Opportunity and Community (work hard and be kind)

How to read your child's KS4 tracking report

Tracking overview	
Average Attitude to Learning (ATL)	1.97
Attendance to date (%)	95.34
House points to date	77
Behaviour points to date	0
CAT score on entry	113

**Or SATs where these were done at the end of Primary school*

100%	97% > a ≥ 95%	95% > a ≥ 90%	90% > a
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How to read your child's KS4 tracking report

Subject	Student's Approach				Avg ATL
	Ready	Respectful	Working	Safe	
Business Studies	2	2	2	2	2.00
English	2	2	2	2	2.00
French	1	2	2	2	1.75
Games	1	1	1	1	1.00
Maths	2	2	2	2	2.00
Music Technology	2	2	2	2	2.00
Religious	2	2	2	2	2.00
Science-Double	2	2	2	2	2.00
Textiles	2	2	2	2	2.00

How to read your child's KS4 tracking report

Always +2	Often +1	Sometimes 0	Rarely -1
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Be aware you cannot compare %s across subjects or years!

Subject (Curriculum Map)	Teacher	Student's approach				Ave ATL	Student's academic performance		
		Ready	Respectful	Working	Safe		Progress	Assessment (%)	Current Grade Attained
Business	Mr Fry	Sometimes	Sometimes	Sometimes	Rarely	-0.25		60	0
Design Technology									
English Language									
Science (Double GCSE-2 Grades)	Mrs Judd								
	Mr Carter								
English (Lit)	JRI								
English (Lang)									

Science will have 2 teachers reporting AtL with one overall assessment - English have one teacher with 2 subject's assessments reported

Progress in each subject: **green** for no concerns and **yellow** for concern.

% score which your child attained in their most recent significant assessment in each subject.

Key Milestones and Dates for Year 9 2025-26

Mid November: **Tracking 1**: ATL only

End of April: **Tracking 2**: ATL, Assessment % and progress

Early July: **Tracking 3**: ATL only

27/11/25 and 19/3/26 - **Enrichment Days**

28/11/25 - **SCHOOL CLOSED**

6/5/26 & 7/5/26 - **Parent Evenings**

18/5/26 - **Science Tiple & RS assessments in class**

When are the significant assessment dates in Year 9?

Key assessment dates:

Weeks beginning Monday 16th March and Monday 23rd March

Assessment Cycle:

1. Letter from HoY - to support subject preparation homework
2. 4 weeks of 'RED Review' homework (using knowledge organisers) set by subject teachers
3. Assessment week/s in school
4. Tracking Reports
5. Analysis and actions ahead of next assessment/tracking report

N.B There is one Assessment point in Y9 due to starting GCSEs

What works in assessment preparation?



April 2023

Dear Parent/Carer,

Year 8 Assessment Information

I am writing ahead of the Year 8 assessments Monday 15 May. This is a longer assessment than in the previous assessment weeks.

w/c 15th May - Maths, English, History, Science
w/c 22nd May - Maths, RS, Geography, French

Assessments will all take place in classroom. Child will be informed by their teachers the this will be posted on Talary.

These assessments will check learning from child to demonstrate the progress they are these assessments (in the form of a % in the

Below is a summary of the topic/s your child revision timings, revision resources and task some advice for parents in supporting their <https://youtu.be/61tqchb8G2c>

I hope you find this helpful in supporting you me if you have any further questions.

Yours faithfully,

Mr T Brisey

Head of Year 8

Station Road, Billis
T: 01403 787200 e: office@the-weald.co.uk
Headless

thetweald.org.uk

Year 8 Assessment Information

15th May - 27th May

For your assessments, please bring:

- PRPRC: 2 pens, 2 pencils, ruler, rubber and calculator
- Specialist equipment is not needed for your maths assessment

Suggested revision timings (30 minutes - 1 hour per subject)

Click on this link for some [homework and revision strategies](#)

- 2 x 15 minute slots with a 5 minute break in between
- 1 x 30 minute slot with no break
- 4 x 15 minute slots with 5 minute breaks in between
- 2 x 30 minute slots with a 10 minute break in between
- Please do not revise for longer than 1 hour for each subject per week

How to revise effectively:

Students might find these feel harder, especially at first, but they are proven to help things stick	Students often do these as they can feel easier or reassuring, but don't always work
DO: <ul style="list-style-type: none"> • Get Revision Strategies • Parents / Friends testing you • Write, cover, learn, write • Revision cards and test yourself • Quizlet/Semeca Learning • Mind maps • Keyword tests • Reviewing topics you are NOT confident with • Practice questions 	AVOID: <ul style="list-style-type: none"> • Writing notes out for a long time • Reading over the textbook / notes for a long time • Using untrusted websites • Revising with your phone on music • Revising with a laptop or computer where you are tempted to go on Youtube, etc. • Reviewing topics you already know really well first

Subject information

Subject	Topic/s	Revision Material
English	Reading - a character question about a main character from 'Coraline' Writing - a persuasive speech on a given topic	<ul style="list-style-type: none"> • Coraline Revision organiser • BBC Bitesize speech writing
Maths	Two x 50 minute papers. One non-calculator paper and one calculator paper The topics are all those covered in year 7 and	<ul style="list-style-type: none"> • Revision List with Spax codes • Curriculum Map with Knowledge Organisers

RED REVIEW: (+ KOs) to remember more

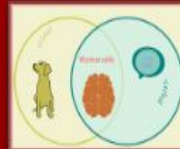
Retrieval
from memory
(no peeking!)



Elaboration
explain why/how
(in your words!)



Dual coding
images with words
(keep it simple!)



RED Review Booklet

Don't waste time revising ineffectively.

Use proven RED Review strategies.

Practice and prepare using effective strategies to increase the chances of your revision paying off!



Look, cover, write check is a simple technique which requires no other resources! They can look at the KO (or get it out) and then you told it while you check what they remember

Give them the right answers or meaning then ask them why that is true or how it works in that way - get them to do it without looking and in their own words helps!

Key Questions to ask

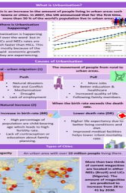
- Why is this true? It works like this?
- Why...? How...? It...?
- How is this the same/different to other points or topics?
- Can you think of an example of this in real life or another topic?

For keywords they can create flashcards with word on one side and the definition on the other

Practise with them checking which they remember

Check those they don't know yet more, leaving a gap before checking those they know again

Mind maps work really well to show categories and connections between facts



Mix it up! - sometimes give the answer and ask them to give you the date, word, person or process that it is describing



Without looking, they can write down as much of the KO that they can remember in one colour. Then, in a different colour they can check the KO for what they forgot, adding that in. Repeating this should show they remember more in time!



Blank out or cover up parts of the KO to see if students can remember these without looking

For diagrams, timelines or processes ask your child to explain and teach it to you in their own words

For diagrams ask students to talk and trace - explaining each part as they move their finger over it

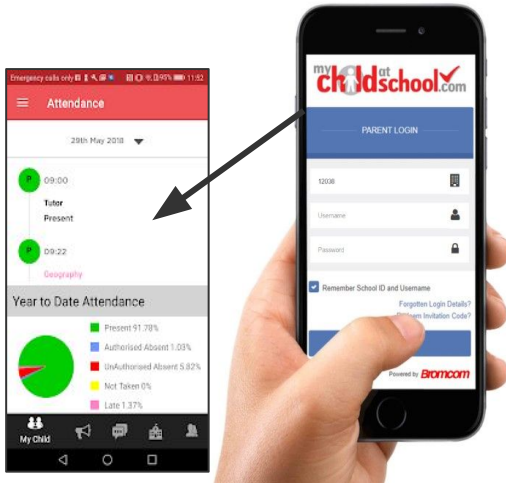
Blank out or cover up parts of the KO to see if students can remember these without looking

How can we communicate about your child?

Daily

Termly

When needed



Tracking overview	
Attitude to Learning (ATL)	1.60
Attendance to date (%)	97.39
Reading	121
House points to date	117
Behaviour points to date	37
CAT score on entry	121

Subject (link to Learning Journey)	Teacher	Student's approach				Ave ATL	Student's academic performance		
		Ready	Respectful	Working	Safe		Progress	Assessment (%)	Assessment Grade
Maths	Mr Catt	Always	Often	Sometimes	Always	1.25		60	M
Design Technology									
English Language									

General

office@theweald.org.uk

Subject

Subject [Teacher](#), then the Subject [Leader](#)

Academic

Head of Year

Pastoral

Head of House

Worries

help@theweald.org.uk

How to use MCAS for daily updates

08:13

English

mychildschool.com

PARENT LOGIN

☐ Remember Email Address

Reset Password
Sign Up

Login

v5.2024.9365.25360 Powered by **Bromcom**

Log on to MCAS

You can see your child's timetable - use this to support your child to get ready the night before


mychildschool.com

English






Term 1 - Week 02 - 07/09/2025

Sunday 7th Sep	Monday 8th Sep	Tuesday 9th Sep	Wednesday 10th Sep	Thursday 11th Sep	Friday 12th Sep	Saturday 13th Sep
Tutor Time The Weald School Tutor Group MWBE Miss W Bearder	Tutor Time The Weald School Tutor Group MWBE Miss W Bearder	Tutor Time The Weald School Tutor Group MWBE Miss W Bearder	Tutor Time The Weald School Tutor Group MWBE Miss W Bearder	Tutor Time The Weald School Tutor Group MWBE Miss W Bearder	Tutor Time The Weald School Tutor Group MWBE Miss W Bearder	Tutor Time
P1	P1 The Weald School Mathematic 7X/Ma3 Mrs K Whiteley	P1 The Weald School Art 7E/Ac Mrs C Tester	P1 The Weald School Religious 7E/Rs Mr N Everest	P1 The Weald School English 7X/EnS Miss O Francis	P1 The Weald School English 7X/EnS Miss O Francis	P1
P2	P2 The Weald School Science 7E/Sc Dr M Riponmwen	P2 The Weald School Art 7E/Ac Mrs C Tester	P2 The Weald School Music 7E/Mu Miss S Drake	P2 The Weald School Science 7E/Sc Mr M Yates	P2 The Weald School English 7X/EnS Miss O Francis	P2
P3	P3 The Weald School Science 7E/Sc Dr M Riponmwen	P3 The Weald School Mathematic 7X/Ma3 Mrs K Whiteley	P3 The Weald School Technology 7X/TeS Mr R Simmonite	P3 The Weald School History 7E/Hs Mr T Brixey	P3 The Weald School Physical E 7X/Pe2 Mr J Matthews	P3

How to use MCAS for daily updates

 Homework YOU ARE HERE: Home > Homework

Subject: ☐ Show Past Homework ☒ Show Hidden Homework (1)

Due Date	Type	Title	Group	Subject	Teacher	Score	Status	Marked By	Submission Type	View / Submit	Hide
18/09/2025	Homework	Vocabulary_Nature of matter key words.	7E/Sc	Science	Dr M Ikponmwen	0.0	Not Due	N/A	No file required		<input checked="" type="checkbox"/>
19/09/2025	Homework	1. ALL ABOUT ME	7E/Co	Computer Science	Ms S Adeniyi	0.0	Not Due	N/A	No Submission Required		<input type="checkbox"/>
19/09/2025	Homework	Repeat Sheet Vocab Retrieval	7E/Sp	Spanish	Mrs V Duffield	0.0	Not Due	N/A	No Submission Required		<input type="checkbox"/>
24/09/2025	Homework	Spellings - Energy	7E/Sc	Science	Mr M Yates	0.0	Not Due	N/A	Submit a file online		<input type="checkbox"/>
24/10/2025	Homework	OPTIONAL: Poetry competition	7X/EnS	English	Mrs J Readman	0.0	Not Due	N/A	No Submission Required		<input type="checkbox"/>

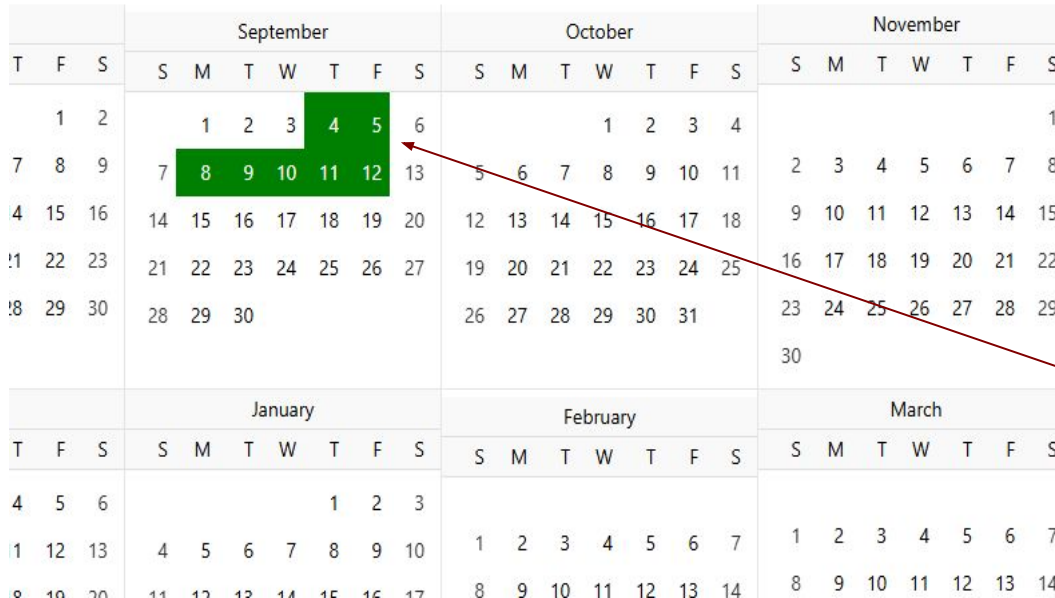
You can see your child's HW. If they are having trouble seeing all HW tasks check they have **UNCHECKED** the hide HW.

They **DO** want to show past HW (and hidden HW). This is **ONLY** available on the child's app - they change their settings

How to use MCAS for daily updates



2025 - 2026



The wheel shows the balance of positive House Points and negative Behaviour Points

Behaviour Event Summary



This shows
which dates
these points
were given
on

Year to Date (YTD):

Overall Total Points	16
Total Positive Points	16
Total Negative Points	N/A

All letters home are archived on our website

Letters Home

For Sixth Form letters please click [here](#).



Year 7



Year 8



Year 9



Year 10



Year 11



e-Weald

How will we reward your child?

New for 2025-26

Rewards at The Weald



Annually

Annual House Cup

End of year celebration for the winning house in their final double lesson.



Gold Awards

Nominated by teachers for effort, and by subject leaders & SLT for achievement.

Food with Friends

1000* HPs = go for food with a friend during a lesson, or make smores in Forest School.

Termly

Shackleton Awards

Nominations from all staff.



Tracking Awards

Bronze, Silver and Gold awards after tracking.

House Cup

Prizes for attendance, ATL, Golden Weald Card (positive signatures prize draw), reading classics.

Biscuits with Bonnie

Top 10 highest HPs from each year group (no repeats).

Half Termly

House Point Certificates

Postcard and sweets for 100/250/500/750/1000 HPs.



HoY Reward Events

E.g. movie, sports, picnic in the reflection garden, party games.

Fortnightly

100% Attendance

Prize draw in house assembly: sweets, 5 minutes of freedom, resin gift.



Commendation

Handwritten postcard + sweets + 5HPs
Week A - HoH x3 Week B - HoY x3

5 minutes of freedom

Students can leave 5 mins early with a friend.
Staff write 1 fortnightly when streaming assembly (or up to 3 postcards per HT if spaced differently).

Daily

House Points

For being RRWS. Students receive an extra house point for each day without behaviour hits.



Positive Signatures

Full card => 6HPs & entry to the 'Golden Weald Card' prize draw at the end of term.



Stalls, staff and refreshments in the A Canteen

Please join us now in the E Block Canteen for refreshments and Q&A/Info at the following stands:

- Heads of House pastoral issues
- Network/Technical support - E.g. with Bromcom/MCAS set up
- English/Reading
- Maths
- Relationships, Health, Personal Development (RHPD)
- Assessment, Tracking and Homework
- Extra-Curricular/Clubs

Thank you for coming!

**Please take a QR code sheet - this has the
links to all of the online documents**

