



Year 9 Study Skills Evening 2021



Emma Quartey
Assistant
Headteacher/Designated
Safeguarding Lead



BOD GODFREY
UNIVERSITY OF CAMBRIDGE
THEOLOGY, RELIGION +
PHILOSOPHY OF RELIGION
A* A* A D*

High Expectations throughout the curriculum





Safeguarding & Mental Health at Sydenham

- Encourage a calm and organised environment at home for studying
- Encourage a regular routine- avoid studying late at night and support with a healthy diet
- Support your child with the 5 Ways to Wellbeing so they have a balanced life- even in assessment time!
- Discuss with your child the benefit of no phones in bedrooms whilst sleeping, and limiting their use before bedtime
- Be vigilant for any changes and communicate concerns with your child's tutor or Ms Smart so they can put support in place
- The Designated Safeguarding and Mental Health Lead at Sydenham School is Emma Quartey and she can be contacted with any queries related to Safeguarding and Mental Health.



Safeguarding & Mental Health at Sydenham

- We offer a wide range of intervention and support for student wellbeing at Sydenham:
- Mental Health Support Team- part of CAMHS that is based in the school.
- Football Beyond Borders- Years 9 and 10
- Power the Fight- Years 8 and 9
- Learning Mentor for each year group
- Youth Coach
- Art Therapy
- External agencies working with us in school such as Compass and 1 in 4 counselling.
- School Counsellor- due to start this year
- Peer Mentors trained by Restorative Now



Power The Fight

Therapeutic Intervention for Peace

Power The Fight is a unique movement, launched in 2019 to empower communities to end youth violence.

We aim to create sustainable change through:

- Training and workshops
- Resources
- Building connections
- Supporting Families

This includes the **Therapeutic Intervention for Peace** programme being run at Sydenham School to support students, parents and staff.

POWER THE FIGHT



Questions?

Our chat function is open during the session for you to post any questions you might have.

This will be staffed by Ms Quartey, and she'll try to answer as many questions as she can during the session.

To protect your data and identity, the chat will be hidden from other meeting participants.

So that we can get back to you if we need to, please give your child's name and tutor group.



Stephanie Bailey
Year Learning Co-ordinator- Year 9



Sydenham Routines

The mornings

- 1. Students should be on site and ready for their line ups at 8.40am**
- 2. The register is taken at 8.50am. Any student who arrives after that point is marked late.**
- 3. Students who are late have an automatic 30 minute late detention on the same day. You will be notified by **Class Charts**.**



The pastoral programme From 8:50am to 9:10am



Monday: Reading and Literacy

Tuesday: Numeracy

Wednesday: Themed Assembly

**Thursday: Oracy Skills and Personal
Development**

Friday: Current Affairs

Library App

Accessit ➤

More routines and habits around school

- 5 to Start and 5 to Finish
- Break and lunch time social zones
- Break 1- 10:50am to 11:10am
- Lunch- 12:50pm to 1:40pm
- Line ups for lessons after breaks 1 and 2.

Five to START

1. Enter room politely
2. Ready to learn: in full school uniform and listening to instructions
3. Place equipment, planner and exercise book on the desk
4. Place bags under the desk/designated area
5. Begin the 'Do it Now'

1. Tidy room and put all equipment away
2. Have planners checked
3. Pack your bag
4. Stand behind desks in silence for dismissal
5. Leave the room politely

Five to FINISH



Ready to learn



Dismissal



Reflexes

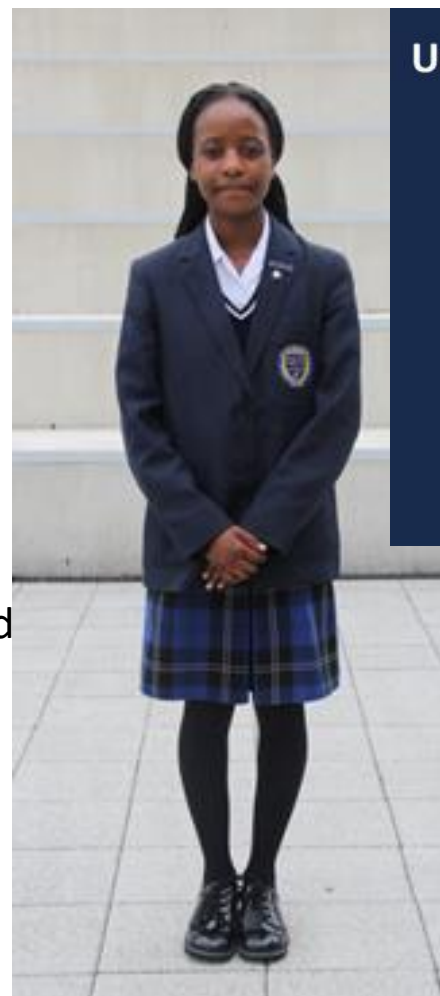


Performance

School uniform and mobile phones

Every morning tutors check school uniform as students arrive at school. You can support excellent uniform in the following ways:

1. Please check any nail varnish is removed before coming to school
2. Please ensure extra piercings are removed and left at home
3. Please remind your child that jumpers shouldn't be tied at the back (it also stretches and ruins the jumpers very quickly)
4. Please remind your child that blazers should be worn
5. Please don't allow your child to dye their hair.



Uniform: What to Wear



P.E Kit

Available from Whereabouts
Address: 100 Spentham Rd,
London SE20 5JA
Phone: 020 8658 9917





High
Performance
Learning

Mobile Phones and Smart Watches

- Must be turned off and in bag (not pocket) once through the school gate.
- Automatic confiscation if seen on site.
- Parental meeting with Mrs Lowe before the phone is returned.



What if a student is wearing incorrect uniform?

If the item
is removable

If seen at the gate, the student is asked to self-correct and put the item in their bag.
If seen on the school site, the item is confiscated. Jewellery kept in safe until the end of half term. Outdoor clothing items returned at end of day.

If the student doesn't
hand in the item

30 minute detention.

If the item cannot be
removed

30 minute detention.



The Curriculum

The curriculum at Sydenham is underpinned by these three aims:

- **Academic achievement** – our students achieve highly through a rigorous and well planned curriculum
- **Global citizenship** – our students develop a sense of their responsibilities and social justice and are confident about improving their world locally and globally
- **Enterprise and confidence** – our students are creative and innovative and are able to use their knowledge and skills with confidence and

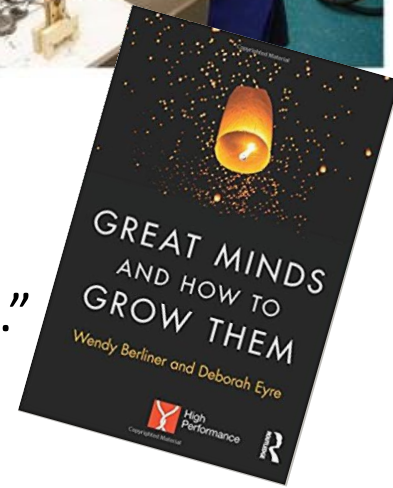


High Performance Learning at Sydenham School



- “Intelligence isn’t fixed – most people can get cleverer.
- High performers are made not born. They work for it.
- Any house can be home to success. It’s not all in the genes.”

‘Great Minds and How to Grow Them’ Wendy Berliner and Deborah Eyre



The Curriculum – Key Principles





Thinking to the future: GCSEs

- The new GCSEs significantly more challenging than old system.
- Removal of most coursework and controlled assessment; greater emphasis on exams.
- Increased focus on 'knowledge retention'.
- Will be graded on a 1-9 scale. No more A*-G grades.

Grades 1-9

What does it mean?

New GCSEs in English language, English literature and maths will be taught in schools in England from September 2015, with students getting their results in August 2017.

The left column shows the traditional GCSE grading system and the right column shows the new GCSE grading system.

A grade 4 and above is equal to a C and above. A similar proportion of students will achieve a grade 7 and above as a grade A and above.

| | |
|----|---|
| A* | 9 |
| A | 8 |
| | 7 |
| B | 6 |
| C | 5 |
| | 4 |
| D | 3 |
| E | 2 |
| F | 1 |
| G | |
| U | U |

KS3 Assessment – Links to the successful acquisition of knowledge and skills required in KS3 to reach success at GCSE.

Exceptional performance (pinned to grades 8-9 at GCSE)

Above expected standard (pinned to grades 6-7 at GCSE)

Expected standard (pinned to a grade 5 at GCSE)

Working towards the expected standard (pinned to a 3-4 at GCSE)

Not yet meeting the expected standard (pinned to a 1-2 at GCSE)



Macbeth

Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play, Lady Macbeth is speaking. She has just read Macbeth's letter telling her about his meeting with the three witches.

LADY MACBETH

Glamis thou art, and Cawdor, and shalt be
What thou art promised; yet do I fear thy nature,
It is too full o'th'milk of human kindness
To catch the nearest way. Thou wouldst be great,
5 Art not without ambition, but without
The illness should attend it. What thou wouldst highly,
That wouldst thou holily; wouldst not play false,
And yet wouldst wrongly win. Thou'dst have, great Glamis,
That which cries, 'Thus thou must do' if thou have it;
10 And that which rather thou dost fear to do,
Than wishest should be undone. Hie thee hither,
That I may pour my spirits in thine ear
And chastise with the valour of my tongue
All that impedes thee from the golden round,
15 Which fate and metaphysical aid doth seem
To have thee crowned withal.

0 1

Starting with this speech, explore how Shakespeare presents ambition in *Macbeth*.

Write about:

- how Shakespeare presents ambition in this speech
- how Shakespeare presents ambition in the play as a whole.

[30 marks]

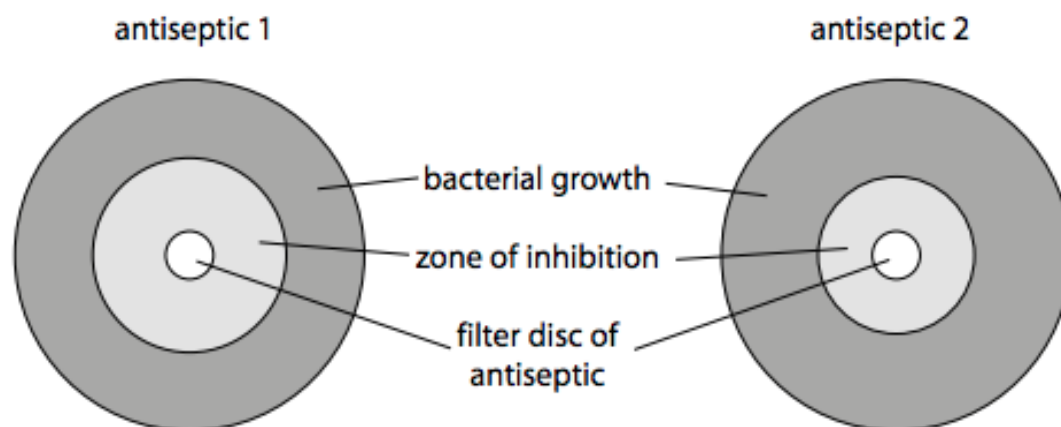


Streptococcus pyogenes is a bacterium that causes communicable infections.

(a) Scientists tested the ability of two antiseptics to kill *Streptococcus pyogenes* bacteria.

They spread *Streptococcus pyogenes* bacteria on two agar jelly plates and placed a small disc of filter paper containing antiseptic in the centre of each dish.

Figure 3 shows the results of the test after 24 hours of incubation.



| antiseptic 1 zone of inhibition | |
|---------------------------------|-----|
| radius (mm) | 12 |
| area (mm ²) | 452 |

Figure 3

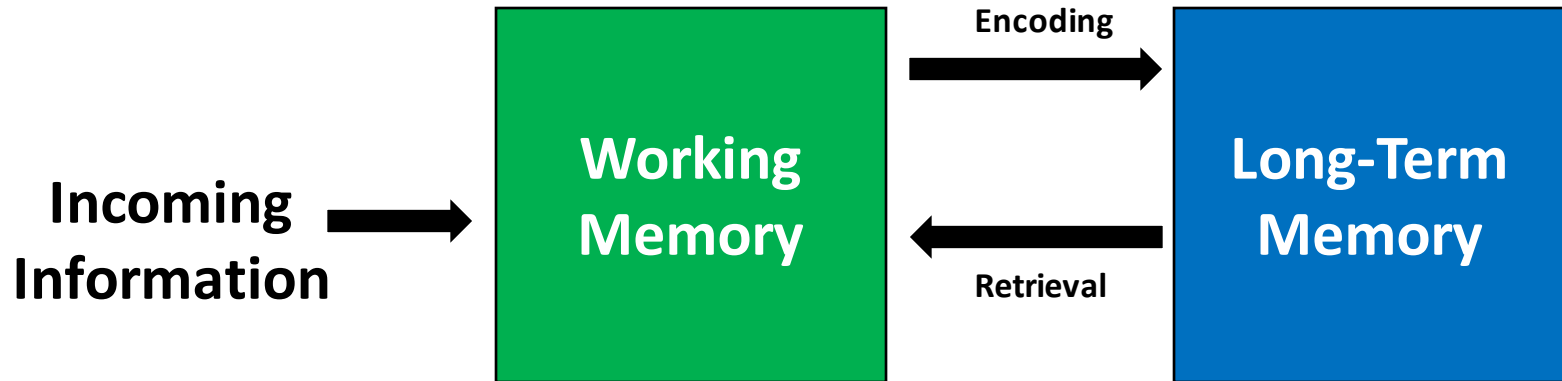
(i) Calculate the area of the zone of inhibition for antiseptic 2.

Give the answer to 3 significant figures.

($\pi = 3.14$)



Building Knowledge



Building knowledge in the long term memory



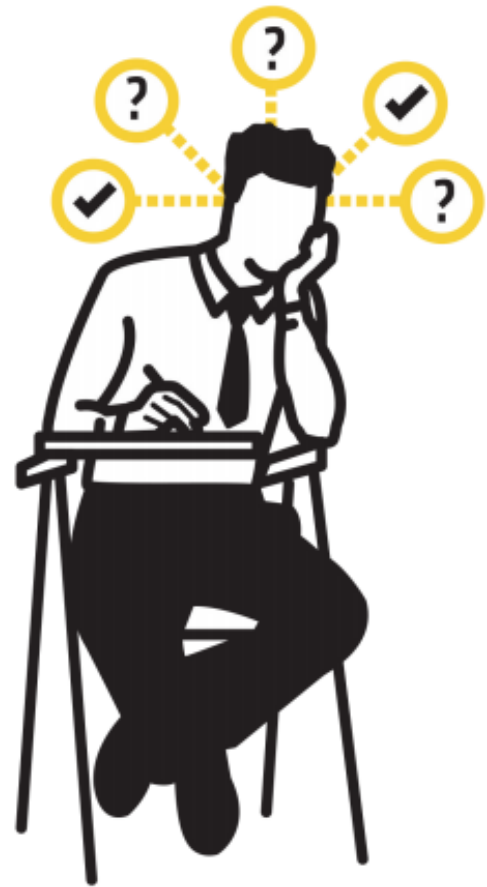
**Retrieval
Practice**



Resilience



Perseverance



Parent Top Tip

Quiz your daughter or son using their flashcards. Give them plenty of time to answer. The more they struggle, the better for memory.

STEP

1

Make a list of all the important information you need to know from a particular unit or chapter.

STEP

2

Close the books and create a quiz using flashcards or app.

STEP

3


Try to retrieve everything you remember.

STEP

4

Go back and check all your answers.

- **Flash cards** work the memory and make you remember previous learning
This is known as **retrieval practice**
- **How to make a flash card:**
 - 1. Write a key word, diagram, concept or question on one side
 - 2. Write the answer or definition on the other side
 - 3. Use the excellent app called QUIZLET <https://quizlet.com/en-gb> which allows you to make digital flash cards.
- **Using Flash cards:**
 - 1. Make a long thinking pause between reading the question and turning the card over. **DON'T FLIP TOO QUICKLY**
 - 2. Do not stop testing yourself to make sure you commit information to long term memory. (Think about the way you learn a dance or music piece, repeat and practice until you know it.)
 - 3. **Spacing out your flash cards over time** helps you remember- that's why you must use them now- you need time!
 - 4. Switch between different topics during one revision session- use a revision timetable to help organise your time.
 - Good, effective revision takes **TIME**

| | |
|--|--|
|  <p>A vision of a world parliament where all the countries in the world discuss the world's issues.</p> | <p>These sanctions were the last resort for the League when a country had broken one of the rules of the Covenant. It usually consisted of trade tariffs and restrictions and was made effective by the number of countries in the League.</p> |
| <p>League of Nations</p> | <p>Economic sanctions</p> |

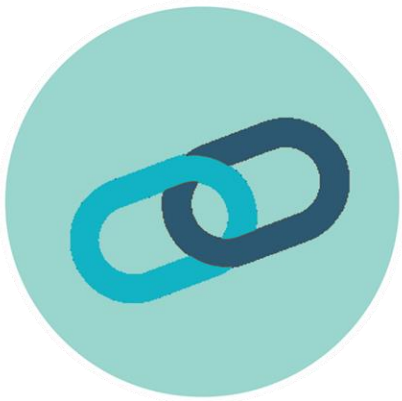
Forgetting leads to better remembering....



Perseverance



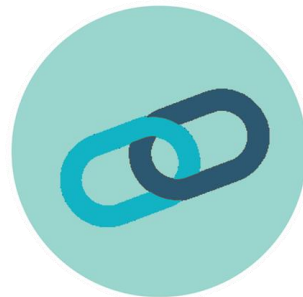
Resilience



Linking



“Understanding is remembering in disguise”



Linking



“The word-rich get richer while the word-poor get poorer” in their reading skills.

Tiers of Vocabulary Instruction

Tier 3

Academic Content Words

biotic, abiotic, ecosystem, environment, terrarium,
germinate, photosynthesis, acute, geometric

Tier 2

High Utility Words

emerge, bicker, flounder, frightened, increase, soak,
pack, tweak, navigate, function, priority, tug

Tier 1

Basic Words

in, out, house, dog, cat, blue, yellow, flower, book,
girl, run, house, sad, car, go, animal, street



High Performance Learning at Sydenham School



Etymology

| Word | Prefix | Root | Suffix | Definition |
|-----------|--------|--------------------------------------|------------------------------------|----------------------------------|
| Etymology | - | Etym = true meaning or origin | ology = branch of knowledge | The study of the origin of words |



Connection
finding

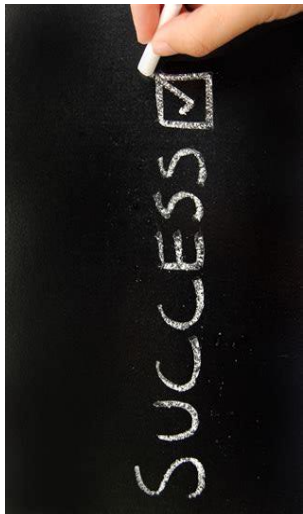


Morphology



| Word | Prefix | Root | Suffix | Definition |
|---------------|------------------------|---------------------|---|---|
| Morphology | - | morph = form, shape | ology = branch of knowledge | The study of the shapes that make up words |
| amorphous | a = without | | ous = full of | Without form |
| metamorphosis | meta = after or beyond | | osis = process or condition or stage | The process of change from one state to another |

Helping your child succeed in Maths

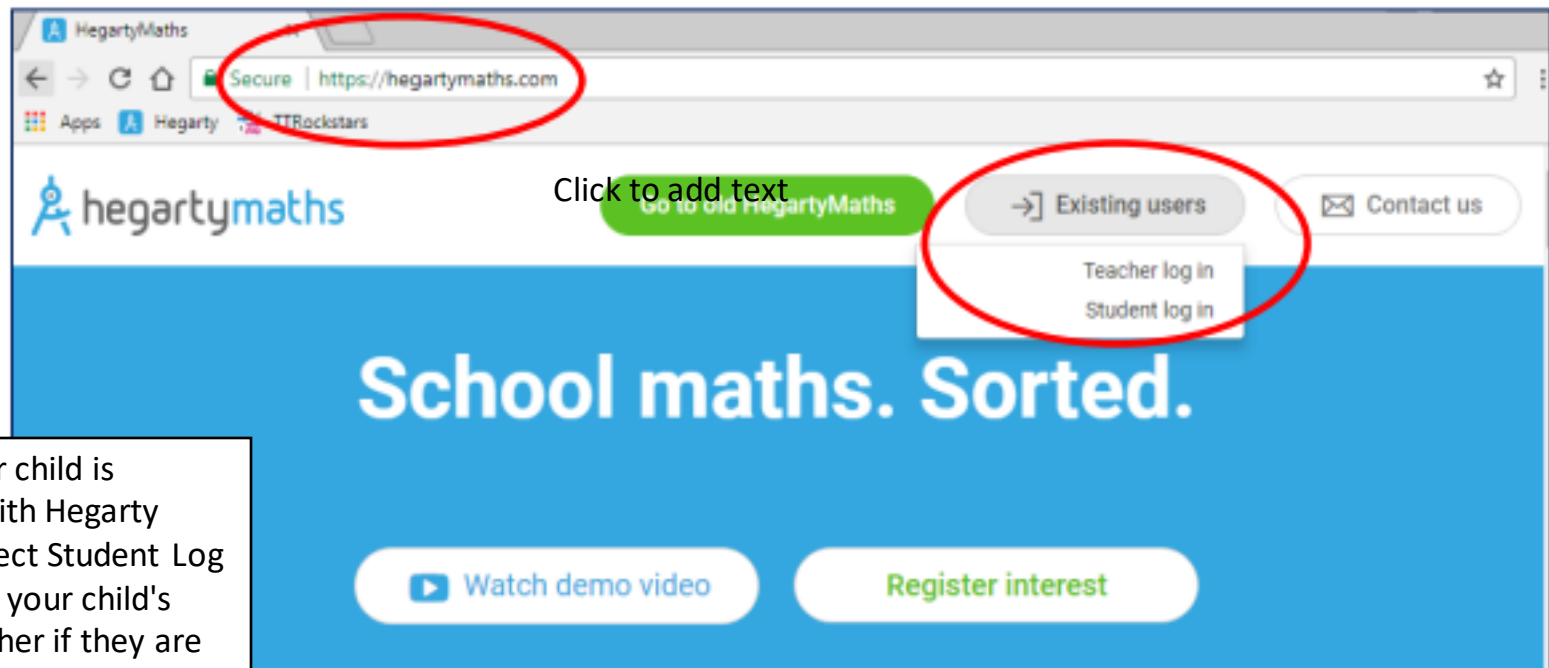


1. Encourage your child to **believe** they can progress
2. Ask them to show you what they have been learning
3. Start using Hegarty **on a regular basis...**



<https://hegartymaths.com/>

Click on "**Existing users**" drop down menu and then "**Student log in**"

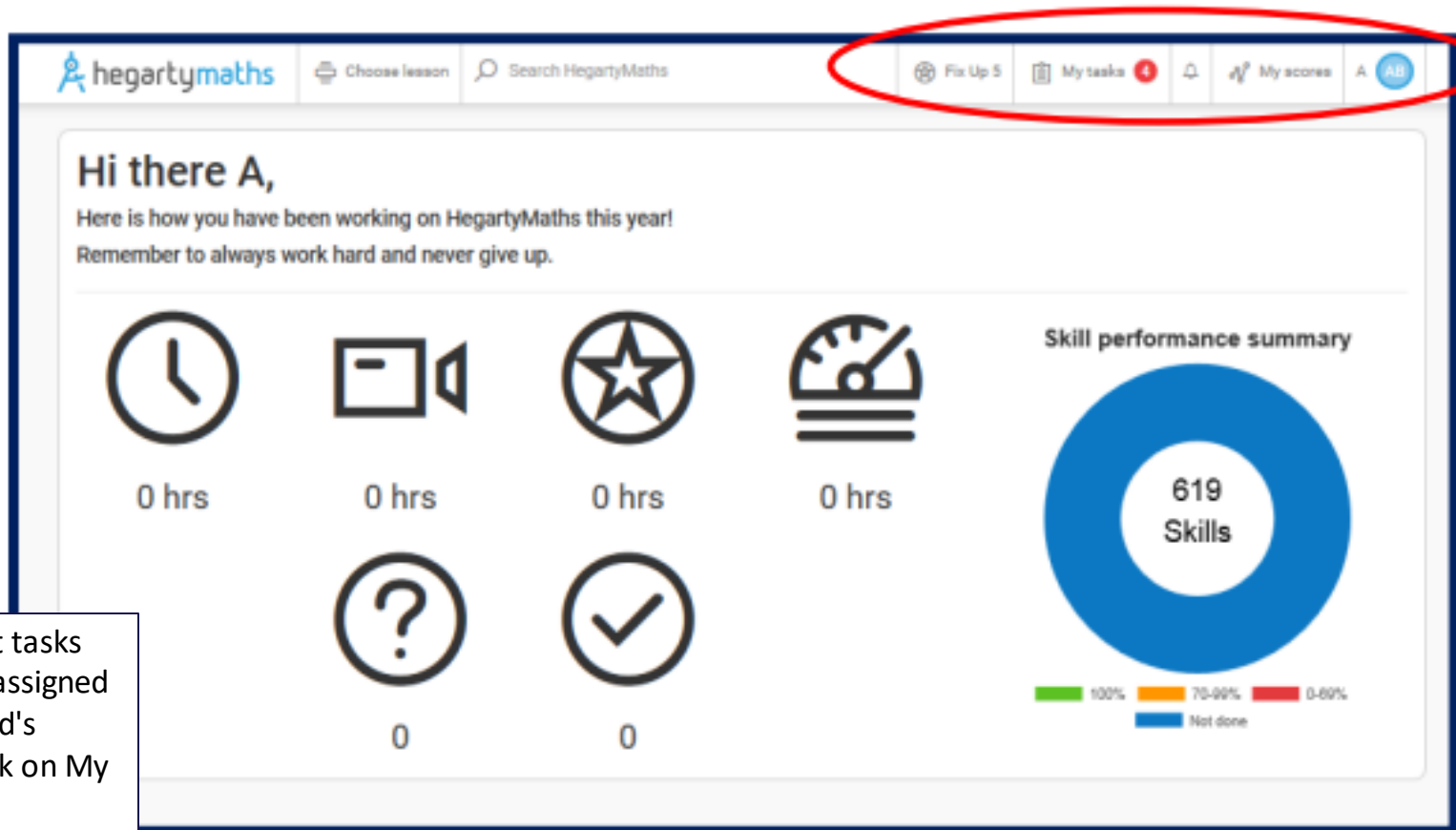


Click to add text

Ensure your child is engaging with Hegarty Maths. Select Student Log In. Contact your child's Maths teacher if they are having trouble logging in.



Once you have logged in you will see this dashboard



To see what tasks have been assigned by your child's teacher click on My Tasks.



Click on My Tasks to see homework set by the class teacher

hegarty**maths** Choose lesson Search HegartyMaths Fix Units My tasks 4 My scores A AB

| Due date | Teacher | Task | Class | Set | Lesson score / attempts |
|-----------------------|----------|---|-----------|--------------|----------------------------|
| 16:46 Tue 19th Sep 17 | Davidson | 1 - Simple addition & its meaning | 9Pythagos | 17 hours ago | Start task |
| 16:46 Tue 19th Sep 17 | Davidson | 2 - Simple subtraction & its meaning | 9Pythagos | 17 hours ago | Start task |
| 16:46 Tue 19th Sep 17 | Davidson | 3 - Related addition & subtraction | 9Pythagos | 17 hours ago | Start task |
| 16:46 Tue 19th Sep 17 | Davidson | 4 - Simple multiplication & its meaning | 9Pythagos | 17 hours ago | Start task |

You will be able to see when tasks are due on the left hand side.

Use the green button on the right to launch a specific task

Due dates

Click to Start Task



Pupils can see immediate results and take action

The screenshot shows the HegartyMaths interface. At the top, there's a navigation bar with 'Choose lesson', 'Search HegartyMaths', 'Fix Up 5', 'My tasks 4', 'My scores', and a user profile 'A AB'. Below this, a breadcrumb trail reads 'Number > Arithmetic with positive integers > 1 - Simple addition & its meaning > Quiz'. A progress bar shows 10 questions, with questions 3 and 6 marked as incorrect (red X) and the others as correct (green checkmark). The main content area displays 'Well done A for completing a quiz' and '1 - Simple addition & its meaning'. It also shows 'Video watched 0.03x' and 'Score 80% HegartyMaths avg 97%'. A large orange box on the left contains a stylized 'A' and the score '80%'. On the right, there's a timer showing '1min' and '0:18 Wed 13th Sep 17'. At the bottom right, two buttons are visible: 'Retake' (orange) and 'Next on task list' (blue). A red circle highlights these two buttons. Two red arrows originate from the text 'Pupils can see immediate results and take action': one points to the '80%' score, and the other points to the 'Retake' button.

Students get immediate feedback and can work to improve their scores. Each question is linked to a video explanation of a similar type of problem.



Use **Fix Up 5** and the website will target questions for what you need to work on



The screenshot shows the 'Fix Up 5' interface on the Hegarty Maths website. At the top, there is a navigation bar with the 'hegartymaths' logo, a 'Choose lesson' button, a search bar, and a 'Fix Up 5' button circled in red. Below the navigation bar, the main heading 'Fix Up 5' is displayed. On the left, there is a table with columns for 'Fix Up 5 no.', 'Score', and 'Date completed'. The table is currently empty, with a message 'No Fix Up 5 attempts to show'. On the right, there is a large circular progress indicator showing '0 Questions fixed up this year in 0.0hrs'. Below this, there is a green 'Start' button. At the bottom right, there are sections for 'My current streak' and 'My best streak', both showing '0'. At the bottom left, there is a link 'Click here to learn about our Fix Up 5.' and at the bottom center, there is a 'Page 1 of 1' indicator with navigation arrows.

Wednesday
Lunchtime

SL03





Year 9 English

Students study a variety of rich and engaging texts as part of their introduction to GCSE English Language and GCSE English Literature. In the Summer term they begin their GCSE Language Paper 2 preparation and provisionally study *An Inspector Calls*, one of their core GCSE English Literature texts.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|--------------------------|-------------------------|--------------------------------------|--------------------------------------|------------------|-------------------------------|
| Scheme of Work | Character & Voice Poetry | Gothic – Language focus | Shakespeare - Much Ado About Nothing | Shakespeare - Much Ado About Nothing | Language Paper 2 | Core text: An Inspector Calls |



GCSE English

- All students sit both GCSE English Language and GCSE English Literature – these are two separate GCSEs.
- Students sit four exams in total at the end of Year 11 – two for English Language and two for English Literature.
- These are graded 9 to 1.
- The exam board is AQA.
- 100% exam – no coursework.
- Exams are closed book.
- Students complete a spoken language assessment as part of the GCSE English Language course. This is compulsory but does not count towards their final grade.



Study Skills

- Read for pleasure for at least 20 to 30 minutes every day to continue to develop strong reading skills. Challenge yourself by reading a range of authors and genres.
- Read 2-3 non-fiction articles weekly (e.g. BBC online, Guardian app, other broadsheet newspapers).
- When reading, consider the writer's perspective and attitude, and the methods used to create meaning and effect – *how have they used these and why?*
- Use the revision booklets and checklists provided to practise writing and developing responses.



Changes to the delivery of Separate (Triple) Science

Year 9 & 10

ALL students will complete the COMBINED SCIENCE COURSE by July 2023
(end of year 10)

Year 11

MOST students will complete revision and deliberate practise of the combined science course.

SELECTED students will complete the Separate Science content from September 2023

Students will have the opportunity to indicate their intentions of completing the course, then decisions based on Assessments, behaviour to learning and teacher recommendation.



What we study ...



Combined Science

2 GCSEs in Science

Higher or Foundation Tier

6 exams @ 1hr 10min (June 2024)

Separate (Triple) Science

3 GCSEs in Biology, Chemistry & Physics

Higher Tier only

6 exams @ 1hr 45 min (June 2024)



How to INTERLEAVE revision in Science



1. Access the Sydenham School Science revision webpage
www.revise4science.weebly.com this has ALL the revision checklists for Science.
2. Use the checklists to identify key topics to focus upon.
3. Go to **Free Science Lessons**:
https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw
 1. Search for the topic in this channel and watch.
 2. While watching and afterwards make notes and practice retrieval practice.
 3. Use the checklists to track progress.
 4. Return to the topic after a few weeks (once it is almost forgotten).
4. **Excellent question bank**: www.physicsandmathstutor.com is a great source of past paper questions.
5. **Homework focus**: Sam Learning

How to get on to ACTIVELEARN

1 . Access the school website and go to the Student page

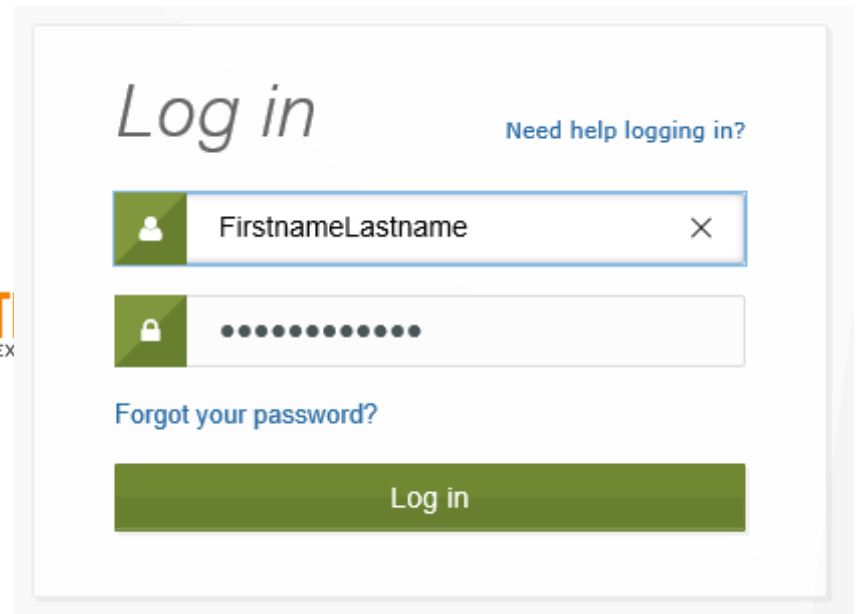
2. Click on Sydenham App

3. Scroll down to ActiveLearn

4. Login with username

Username:
Same as school IT
login

Password:
Sydenham26



The screenshot shows the 'Log in' page for ActiveLearn. It features a title 'Log in' and a link 'Need help logging in?'. There are two input fields: the first is labeled 'FirstnameLastname' with a user icon and a clear button (X); the second is a password field with a lock icon and masked characters. Below the password field is a link 'Forgot your password?'. At the bottom is a large green 'Log in' button.

How to get on to Sam Learning

1 . Go to: www.samlearning.com

2. Click here

The centre ID is:
SE26SS

ID & Password are the same:
They are **your** date of birth and **2** initials

E.g. Greta Thunberg (03/01/2003) would be → 030103GT

The screenshot shows the Sam Learning website's login interface. A red arrow points from the 'Click here' instruction to the 'LOGIN' button in the top navigation bar. Another red arrow points from the 'The centre ID is: SE26SS' text to the 'Centre ID' input field, which contains 'SE26SS'. A third red arrow points from the 'ID & Password are the same: They are your date of birth and 2 initials' text to the 'User ID' input field. A fourth red arrow points from the same text to the 'Password' input field. The login form includes fields for 'Centre ID', 'User ID', and 'Password', a 'Can't log in?' link, and a 'Sign In' button.

Centre ID
SE26SS

User ID

Password

Can't log in? Sign In



Mr N Husain
Deputy Year Learning
Coordinator

Key Parent Apps – Please log in to both

Class Charts

- Merits & Awards
- Detention alerts

Show My Homework

- Homework set
- Homework completion





Homework



Student Responsibilities

- To **write details of homework** and deadlines in planner.
- Check **Show My Homework** each day
- To ensure that the homework task is fully understood.
- To seek to resolve problems **before deadlines** and, if necessary, see the member of staff concerned for help.
- To ensure that homework is completed to the best of their ability and to follow the study skills and conditions of practice advised by your teacher.
- To submit all homework **by the deadline set**.
- To ensure that feedback, in any of its forms, is acted upon.



How can you help with homework?

Parents/Carers

- Please check your child's planner or **Show My Homework** for homework tasks.
- Please make sure that your child has well defined times and space when they can do their homework.
- Reinforce the key learning concepts of retrieval practice and interleaving as explained in the Sydenham School Study Guide (**found in students' planners and online**).
- Encourage your child to think carefully about the vocabulary they are using.



A Parent's Guide to Show My Homework

satchel:

Together through education



Key Parent Apps – ShowMyHomework



satchel:one
Together through education

Login

Forgot password?

Staff

Parent

Student

☒ I already have an account

☐ I don't have an account yet

Search school

Enter email address or username

Enter password

Log in

Or log in with:

Sign in with Office 365

Sign in with Google

Sign in with RM Unify

Need help logging in?

Logging in as a parent

Sign up

To create an account, select 'I don't have an account yet'.
You will need a [parent code](#).

Forgot password?

Reset your password using your school email address.

Email not recognized?

Correct any typos or try a different email address. We are not able to share any login details for security reasons.

SHOW MY
HOMEWORK

What is Show My Homework



A simple online solution for students and parents to view homework details and upcoming deadlines.

Mobile apps and notifications ensure you always know what homework your child has and when it's due.



How Show My Homework can Help You

Get notifications straight to your phone

See when homework has been submitted

Visibility - See exactly how much homework has been set and when it's due

Essential tools for remote learning:

Sydenham School
Email Address +
Show My
Homework



Students should all have a working school email. **Please ensure they have logged in at home to check it works. Ask them to seek help next week if they have problems.**

This gives students access to Office 365 which includes Office Apps such as Word and Powerpoint as well as Teams which is an important element of our remote learning plan.

Essential tools for remote learning:

Sydenham School
Email Address +
Show My
Homework



If your child has to self-isolate because of Covid or because of any return to lockdown, they will be invited to join their actual lessons via Microsoft Teams. This will follow their normal timetable.

Please contact your child's tutor and copy in Ms Bailey and Mr Husain if there are any difficulties with this if your child ever needs to self-isolate.



ClassCharts

AS SYDENHAM STUDENTS

We are Ready to Learn



Ready to Learn

We Think of Others



Concern for Society



Collaborative

We Work Hard



Deliberate Practice



Perseverance



Retrieval Practice



Resilience

We Are Curious and Open Minded



Confident



Creative and Enterprising



Risk-Taking



Open Minded



Enquiring

Headteacher's Tea Party Commendation

Student's name: _____

Nominated by: _____

For: _____

Signed: _____ Date: _____



The Sydenham School system of rewards and recognition

Recognition and Verbal Praise

Merit System

As Sydenham Students Thank You Cards

Headteacher's Tea Party

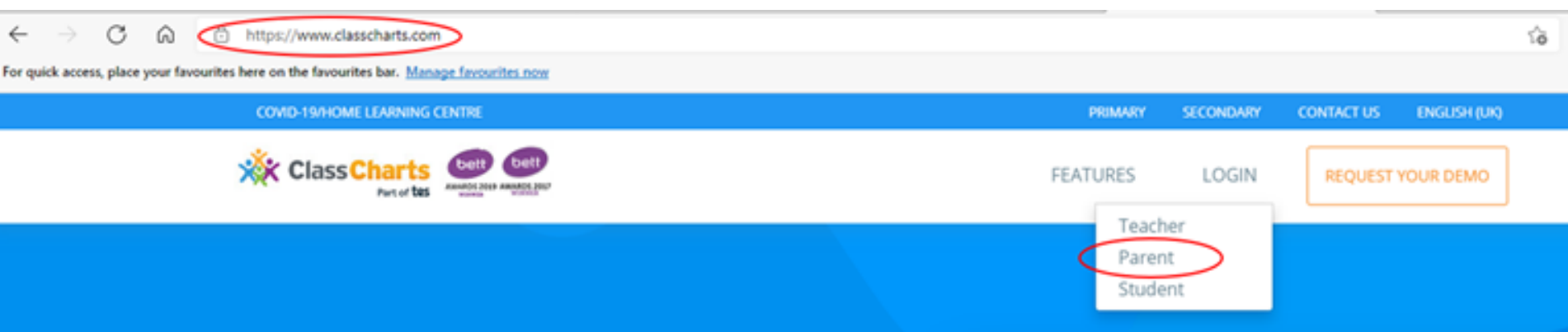
Contact Home

Gold Standard





Key Parent Apps – Class Charts



'The Three Line' system of warnings in lessons



ClassCharts

STEP 1

Verbal reminder of expectations



STEP 2

First line: Name recorded on board



STEP 3

Second line: C1 logged on Class Charts + 15 minute detention



STEP 4

Bottom line/third line: Removed with On Call + C2 logged on Class Charts + 30 minute detention



What if there is a serious incident?

Category 3 -
Serious
Level Disruption

- Response: Internal Exclusion (INTEX)

Category 4 –
Very Serious
Level of
Disruption

- Response: Fixed Term Exclusion

Category 5 –
Exceptionally
Serious Level of
Disruption

- Response: Recommendation for Permanent Exclusion or Managed Move



We are Ready to Learn



Ready to Learn

We Think of Others



Concern for Society



Collaborative

We Work Hard



Deliberate Practice



Perseverance



Retrieval Practice



Resilience

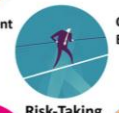
We Are Curious and Open Minded



Confident



Creative and Enterprising



Risk-Taking



Open Minded



Enquiring

The 'As Sydenham Students' Code of Conduct.





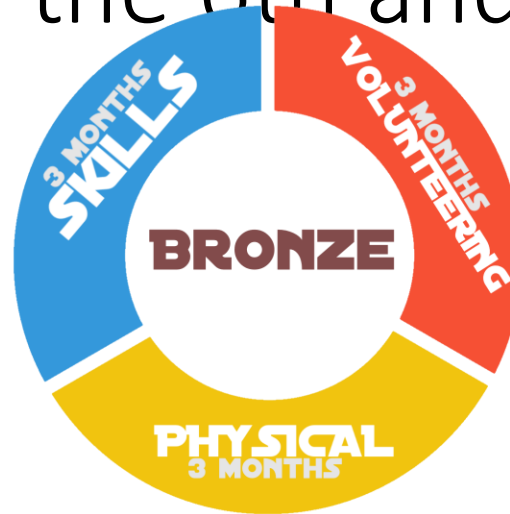
Clubs Timetable has been issued this week
Clubs commence week of 20th September

The Duke of Edinburgh – Bronze Award
Practice expedition is on the 10th and
11th June

7



on the 6th and 7th July



+ 3 months in
section of your
choice.

+ 2 day (1 night)
Expedition.



The Year Ahead



Wednesday 3rd November – Year 9 Parents' Evening

W/B 10th and W/B 17th January – Year 9 Assessment Week 1 and 2

February Half Term: Year 9 Progress Point 1 Data sent home.

W/B 16th May and W/B 23rd May - Year 9 Assessment Week 1 and 2

End of March 2021 – Full Reports sent home

End of Summer Term – Year 9 Progress Point 2 Data sent home.