

# Year 9 Information Evening

**12<sup>th</sup> September 2024**

# Welcome

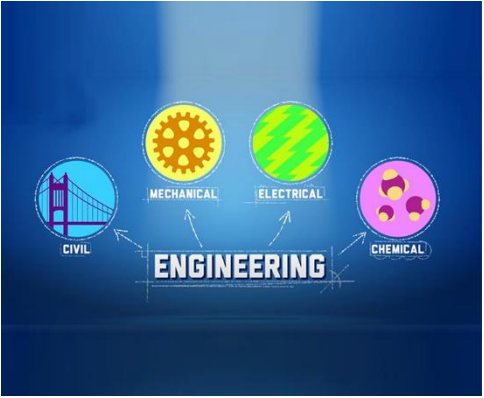
Mr Layzell, Headteacher



# Vision for the future

# CARR HILL HIGH SCHOOL

*Commitment Aspiration Resilience Respect*



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**Proud to Belong**

# Year 9 has begun

- The next three years are crucial
- We start to think about and formalise our GCSE option choices
- We need to adopt a growth mindset
- We need to take ourselves seriously and pursue excellence

# Careers expertise at Carr Hill

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**Nick Beale** is the Careers Leader with many years' experience including seven years as Director of Post 16 Studies.

- He has excellent understanding of post 16 routes and National and Local Labour Market Information. Strong links with colleges, universities and industry have been forged. These relationships provide a wide range of encounters to raise student aspirations.

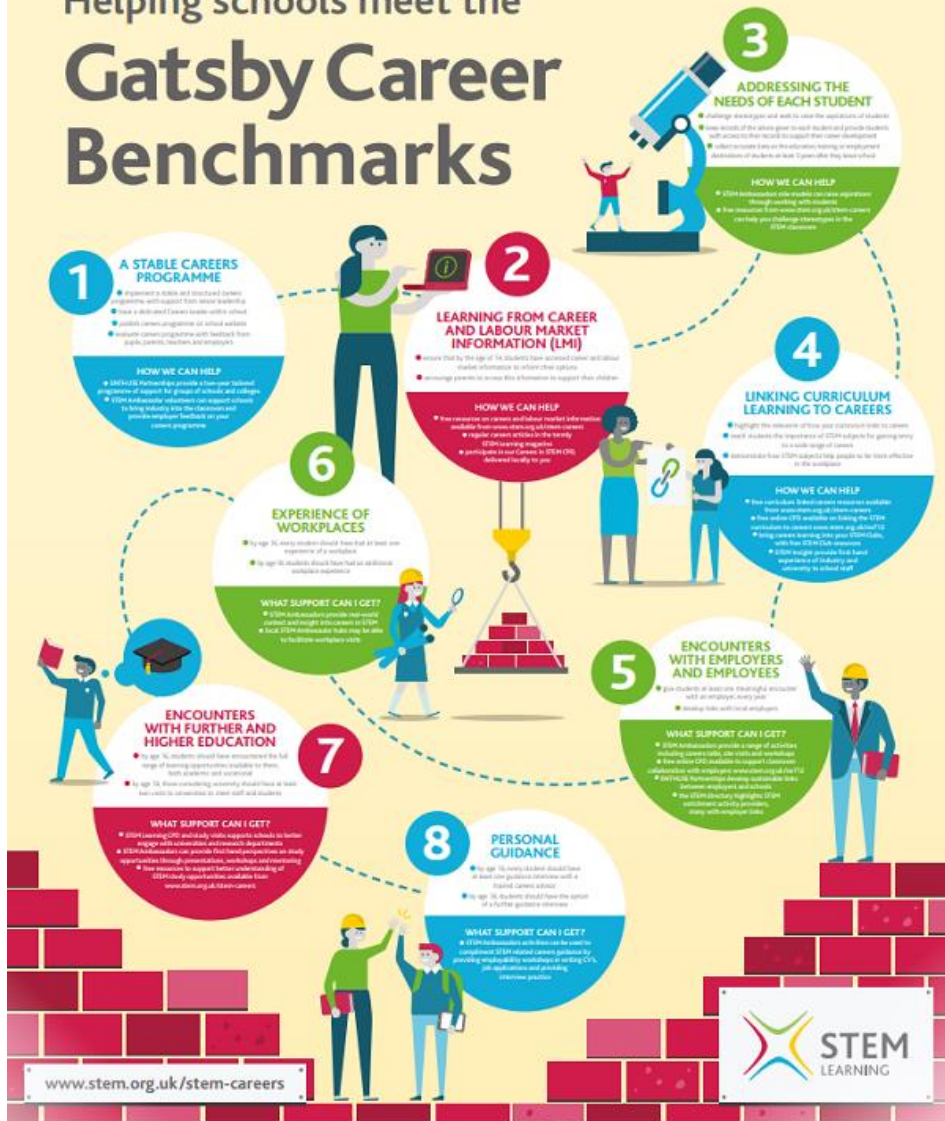
## **Hayley Arthur**

She is Level 7 qualified and has over 15 years of experience providing careers advice and guidance to young people in schools and FE colleges. She works for Atlas Careers Ltd, who are engaged by schools to deliver personal and independent career guidance.

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# Helping schools meet the Gatsby Career Benchmarks



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In January 2018 the DfE published the new statutory guidance for Career Guidance in schools. This statutory guidance has been restructured around the 8 Gatsby Benchmarks.

Carr Hill is committed to all 8 Gatsby benchmarks

# Careers expertise at Carr Hill

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The school is part of the Lancashire Enterprise Advisor Network. The school works in partnership with an Enterprise Coordinator from Inspira, Speakers for Schools and an Enterprise Advisor from BAE. As well as a network of employers during our mock interview and speed networking events.



**ENTERPRISE**  
ADVISER NETWORK

**BAE SYSTEMS**



**SPEAKERS**  
for schools

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National Careers Week

# NCW



## LANCASHIRE SKILLS PLEDGE

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# Choosing options

- Assemblies** – in February, students will have assemblies explaining the options process and assemblies from subjects which are new at KS4 such as Health & Social Care.
- Taster sessions** – subjects which students currently study will deliver taster lessons on the KS4 course within normal lessons.
- Options Evening** – Thursday 25<sup>th</sup> February – talks to explain the process to parents and opportunities to visit different subjects and chat to teaching staff
- Year 9 Parents' Evening** – Thursday 6<sup>th</sup> March

# SEND

Every teacher is responsible for every student.

To continue to promote inclusion the first point of contact for any student is the mentor or class teacher.

However if you have a specific concern regarding a barrier to learning etc. The SENCO does do drop in clinics. These are advertised on the school website.

If times are inconvenient, please call and we can set up a meeting at a more convenient time.

# Access Arrangements

A number of parents will be sent details of screening for Access Arrangements towards the end of year 9.

Students on the SEND register are automatically screened.

A number of students screened are not on the register, they may be screened at the request of a member of staff.

All students of all abilities can qualify for Access Arrangements.

Please remember there is always a change that a student screened may not make the criteria to qualify.

# Support in school



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# Support in school

GCSE's come with their challenges. It is important to reach out for support if needed.

Mentor/class  
teachers

Your Head of Year  
**Mrs Potts**

Any member of  
staff in school

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# Further support

- Kooth.com
- Zumos.com
- SHINE
- Counselling services

Home - Kooth x +  
h.com

Need urgent support? Get help from a crisis service →

kooth Log in

**Your online mental wellbeing community**

Free, safe and anonymous support

▶ Watch our Kooth video Join Kooth

How do you feel today?  
1. How do you feel today?  
2. How do you feel today?  
3. How do you feel today?  
4. How do you feel today?  
5. How do you feel today?  
SUBMIT

Making Friends  
@koothsupport - Making Friends  
Friendship is a wonderful thing. It's not just about having someone to talk to, but it's about having someone who has been through what you have and can help you through it. It's about having someone who can help you feel better.

Just some of the things you'll find on Kooth

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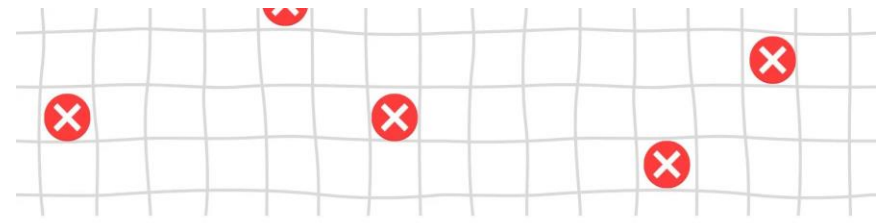
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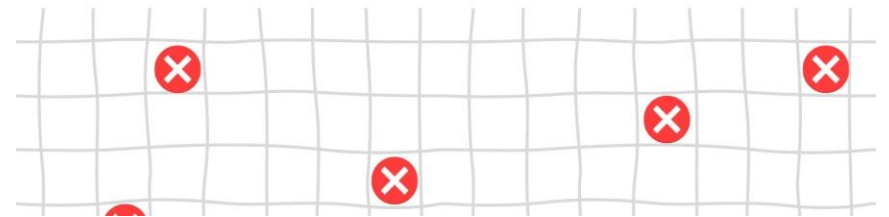
# Attendance

Every lesson counts.  
We aspire to  
achieve 96% or  
above.



**ABSENCES**  
**ADD+UP!**

**MISSING JUST 2 DAYS**  
**A MONTH MEANS YOU MISS**  
**10% OF THE SCHOOL YEAR!**



# Attendance – 98% or above

- 95% attendance =  $\frac{1}{2}$  a **day** of lessons missed every two weeks
- 95% attendance – **TWO** weeks of lessons missed each year
- 10 unauthorised sessions can result in a fine. One day is two sessions.



## Home Learning

What your home learning will look like?

- Knowledge organiser work with a clear task to complete from the knowledge organiser
- An electronic task from GCSEPod, Seneca, Sparx etc. with something produced that can be checked and provide feedback provided
- Reading task
- Writing task
- All home learning to be recorded on Synergy and you are responsible for checking Synergy
- In most cases there will be a week or at least a weekend between homework being set and the deadline



# Home learning

## Why is home learning important?

- Home learning is an important part of school work as it provides an opportunity for students to consolidate on their learning and review new concepts and ideas.
- Progress in home learning tasks informs the teacher of how well students are grasping new learning and it helps to embed the good study habits that students need to be successful in their qualifications at the end of year 11 and beyond.
- Students who regularly complete their home learning tasks can gain up to 5 months progress in their learning.
- Over time lack of home learning can have a huge impact on student progress and ultimately lead to underachievement at the end of year 11 which narrows their choices for post16 study.

**Resilience and  
grit**

**Attendance  
above 98%**

**Ingredients  
for success**

**Homework and  
classwork completed  
to best of ability**

**Looking after your  
physical and mental  
health**

**Behaviour  
for learning**

**5 hours extra  
learning per week  
(every week)**

# How can you help?

- All students need a desk and a quiet space to complete home learning tasks and to revise.
- Home learning needs to be completed each night and is set on Synergy each day. Students need to regularly read over class notes.
- Effective learning involves self-testing – can you test your son/daughter on what they have learnt in class to make sure that it has gone in?
- Take an active interest in their learning and ask them to tell you what they have learnt each day.
- Students should be spending at least 5 hours per week on home learning and revision.
- Encourage them to be inquisitive and to read around their work to encourage a deeper knowledge and understanding
- Encourage them to be ambitious – they are capable of anything with hard work and support!

# Behaviour for learning

- **Present** – Being both physically present in class and mentally in the room and ready to learn.
- **Punctual** – 5 minutes lateness to every lesson in a day costs 25 minutes of learning. Over a week, that's over 2 hours of learning lost. Over a term, almost 30 hours lost.
- **Positive** – This year will be tough with some knocks and set-backs. Resilience and positivity needed.
- **Polite** – Staff at school expect manners and courtesy from students as an absolute minimum. Students should also be polite to each other. Always.
- **Proud** – Proud of our school community and proud of ourselves.
- **Prepared** – All books and equipment. Prepared for all assessments and PPEs.

# Supporting mental health and well-being

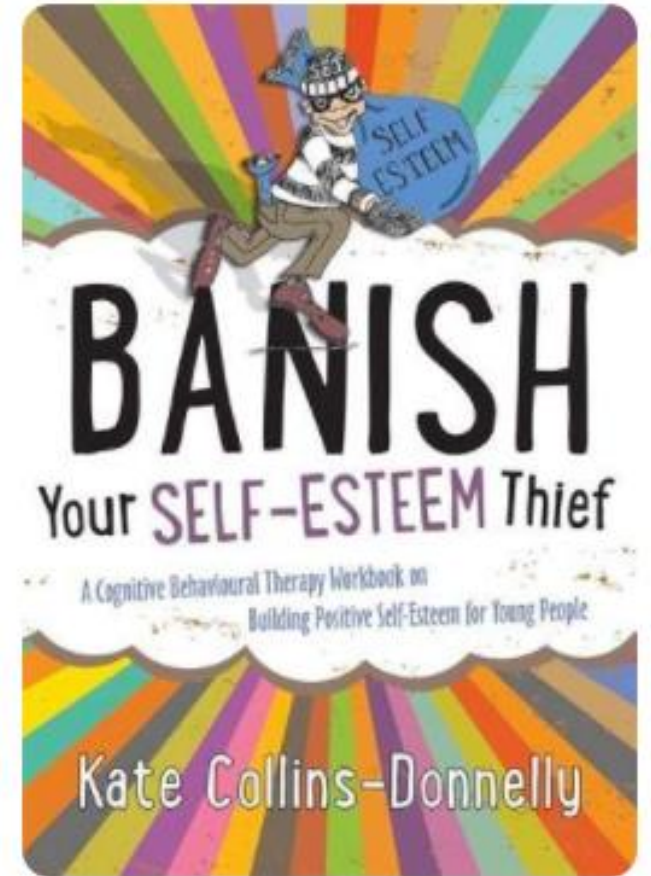
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- Direct work in Mentor time
- We work with a range of external support agencies to support students with mental health concerns
- Self referral – Zumos and Kooth
- SHINE working in school two days each week

[safeguarding@carrhill.lancs.sch.uk](mailto:safeguarding@carrhill.lancs.sch.uk)

[antibullying@carrhill.lancs.sch.uk](mailto:antibullying@carrhill.lancs.sch.uk)



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# Commitment

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- **Teachers** – committed to supporting our students to fulfil their potential, to giving them as much support and guidance as possible to help them achieve their goals.
- **Students** – the real effort and commitment must come from you. At least 5 hours of work at home each week. Maximum effort in all classwork and home learning tasks. No excuses – these are **your** results and **you** have to work hard for them.
- **Parents/ Carers** – we need you to make sure the extra work at home is happening. All students need a quiet space to study, free from all distractions (especially electronic devices).

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"Failure is an opportunity to grow"

## GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

## FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

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# Aspiration



- We want our students to set high targets for themselves.
- A clear vision of where they want to go in the future and what they need to get there will help with motivation.
- Start thinking about visiting colleges and find out about other opportunities such as apprenticeships
- We have a careers advisor in school to help

# Resilience



- This year will be hard; there will be ups and downs
- It is how we respond to challenges and set-backs that determines how successful we will be
- Those who continue to work hard despite challenges will do well. Those who give up and stop trying will not.
- Parents, we need you to keep encouraging your son/daughter to keep going and never give up!

# Respect

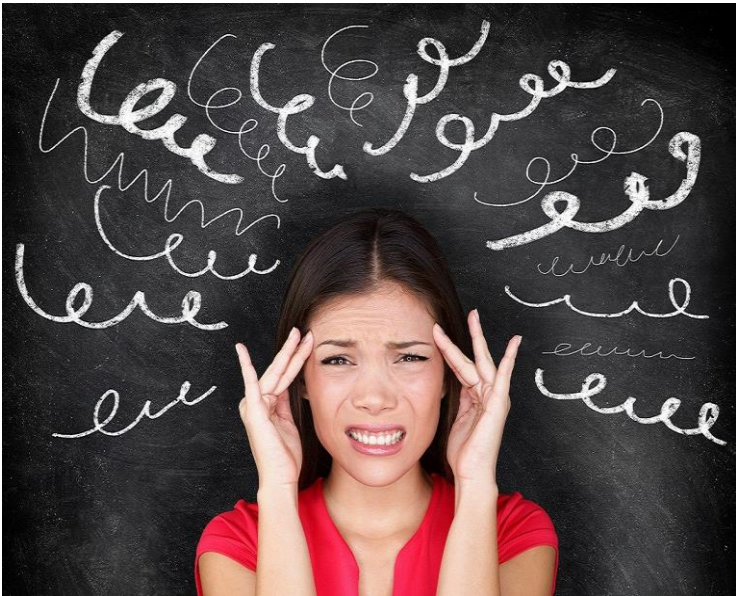


- Students:
- Respect your teachers – listen carefully in class, follow advice given in feedback, stick to deadlines, be polite, acknowledge how hard teachers are working to support you.
- Respect your parents/ carers – they are going to nag you because they want the best for you! – Tough Love!
- Respect yourselves – try your best, behave sensibly, give it your best shot.

# Respecting yourself also means looking after yourself

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- There will be ups and downs, tears, frustration, panic, self-doubt etc. etc.
- Working hard is essential, but so is self-care
- Homework and revision must be a priority, but this should be balanced with exercise, healthy eating and time for hobbies, friends and family.
- Please let us know if you are not feeling ok .

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“I can’t do Maths. I’m rubbish at it. I only got a grade 2 on my assessment. There’s no way I’ll be able to reach my target of a 5. I give up – I’m not going to try.”

“I can’t do Maths. I’m rubbish at it. I only got a grade 2 on my assessment. There’s no way I’ll be able to get a 5. I give up.”

“I’m finding this Maths difficult. I need to put more time into it. I’m going to speak to my teacher to find out how to improve and I’m going to try really hard to get a 3 in my next assessment. I’ll get to that 5 if I keep trying”

"I can't do Maths. I'm rubbish at it. I only got a grade 2 on my assessment. There's no way I'll be able to get a grade 5. I'm going to fail."

"Everyone else is doing better than me. I'm just no good at Biology. I can't remember any of it and I'm going to fail. My teacher is always banging on about how to do better – I want to be able to get my target grade now!"

"I can't do Maths. I'm rubbish at it. I only got a grade 2 on my assessment. There's no way I'll get to my target grade of 5. I'm out."

"Everyone learns at their own pace. It's taking me a bit longer to get to my target grade than my friends, but that's okay. If I keep trying hard, I will get there eventually. I need to focus on this subject to get better. My teacher gives me loads of advice on how to improve so if I keep doing what she suggests, she will get me to my target grade."



“I can’t do Maths. I’m rubbish at it. I only got a grade 2 on my assessment. There’s no way I’ll get a grade 5.”

“My teacher needs to give me more support because I’m not doing well in English. I need more extra classes after school and I need my teacher to spend more time with me helping me to get better. It’s my teacher’s fault I’m not doing as well as I should be.”

grade.”

"I can't do Maths. I'm rubbish at it. I only got a grade 2 on my assessment. There's no way I'll get up to my target grade."

"My teacher spends a lot of time planning lessons for me and marking my work. I need to read his feedback carefully so I know how to improve. I need to attend all the extra support offered throughout the year and not wait until the last minute to seek help. I'm struggling in English, so I need to read over my notes and spend more time on my homework. If I put more effort in, I will get up to my target grade."

Thank you

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**If there are any  
questions, then please  
ask.**

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