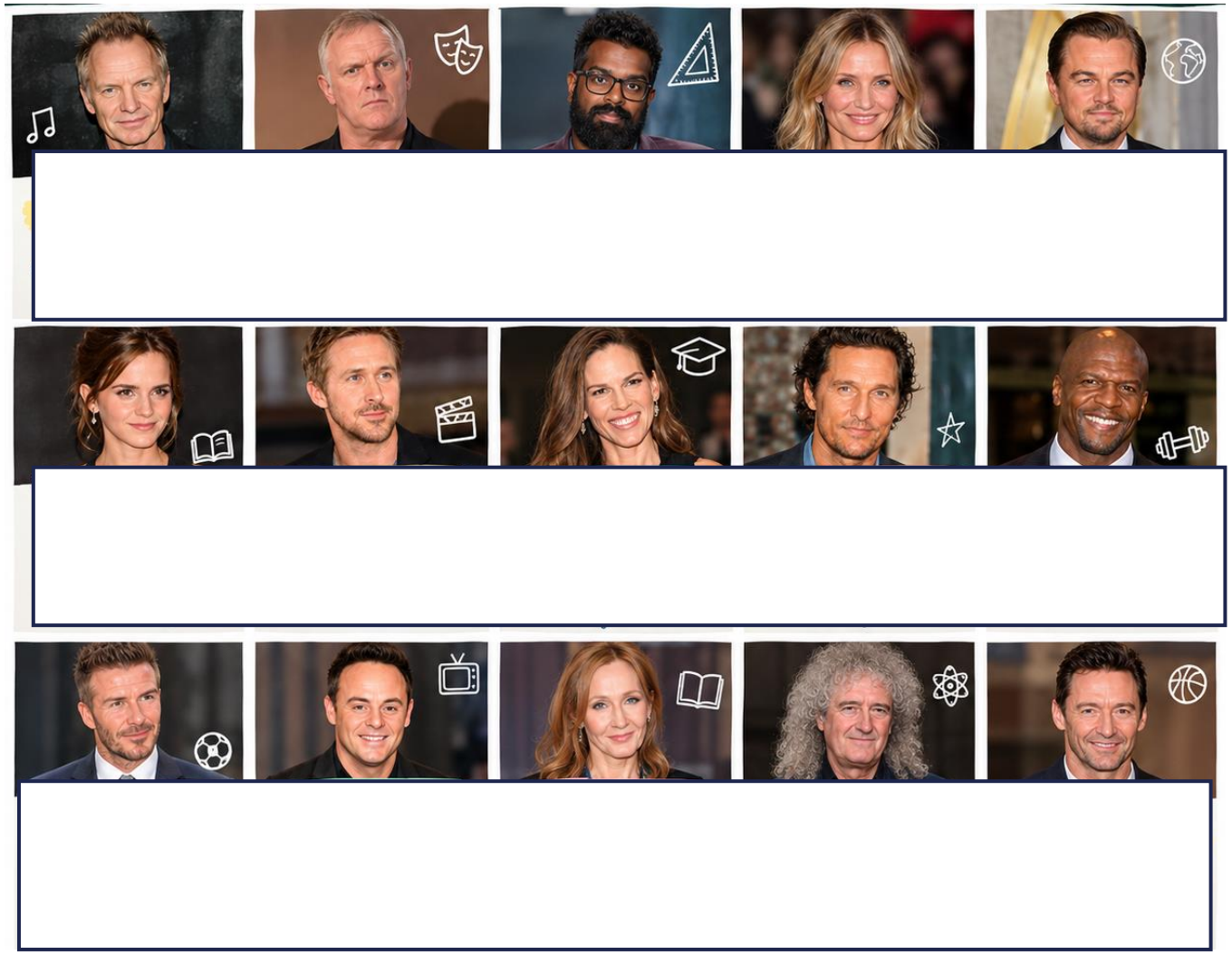
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Do now:

Can you name the celebrity and the link between them



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Key Stage 3 Information Evening Year 9



Inspire. Achieve. Celebrate.

The Key Stage 3 Team

Miss Hancock	**Director of Learning for KS3**
Mrs Booth	**Head of Year 9**
Miss Ryder	**Assistant Headteacher** **Link to Year 8&9**
Miss Archer	**Deputy Headteacher** **Link to Year 8&9**

Year 11 Summer 2026 Results

- Very strong attainment and as always we perform well above both the national and Cheshire East average
- Attainment 8 is 54.3 (2025 national average was 46.1)
- 4+ in En and Ma was 82% (2025 national 65%);
- 5+ in En and Ma 62% (2025 national 45%)
- 28% of all grades were 7-9

Year 13 Summer Examination Results

- Similar success was achieved by our A level students
- 11.4% were graded A* with some achieving 4 A* grades
- Students move to ambitious destinations
  - Medicine and Dentistry courses
  - Experimental Psychology at Oxford University
  - Exciting degree apprenticeships

The key theme for Year 9 is about **'Making the right choice'**

- **Making informed choices about their future** – students will choose their GCSE options this academic year, so we want them to understand their strengths, interests and the opportunities available to them.



- **Taking ownership of their learning** – encouraging students to make positive choices about their attitude, effort, organisation and engagement, recognising that these choices can impact their progress.

- **Making the most of opportunities** – Year 9 students will have many opportunities to get involved in school life and develop leadership skills, including becoming a Form Rep or Charter Ambassador.

- **Making responsible choices** – encouraging students to consider the impact of their choices on others and the wider school community, including playing their part in reducing our impact on the environment as a proud Eco School.

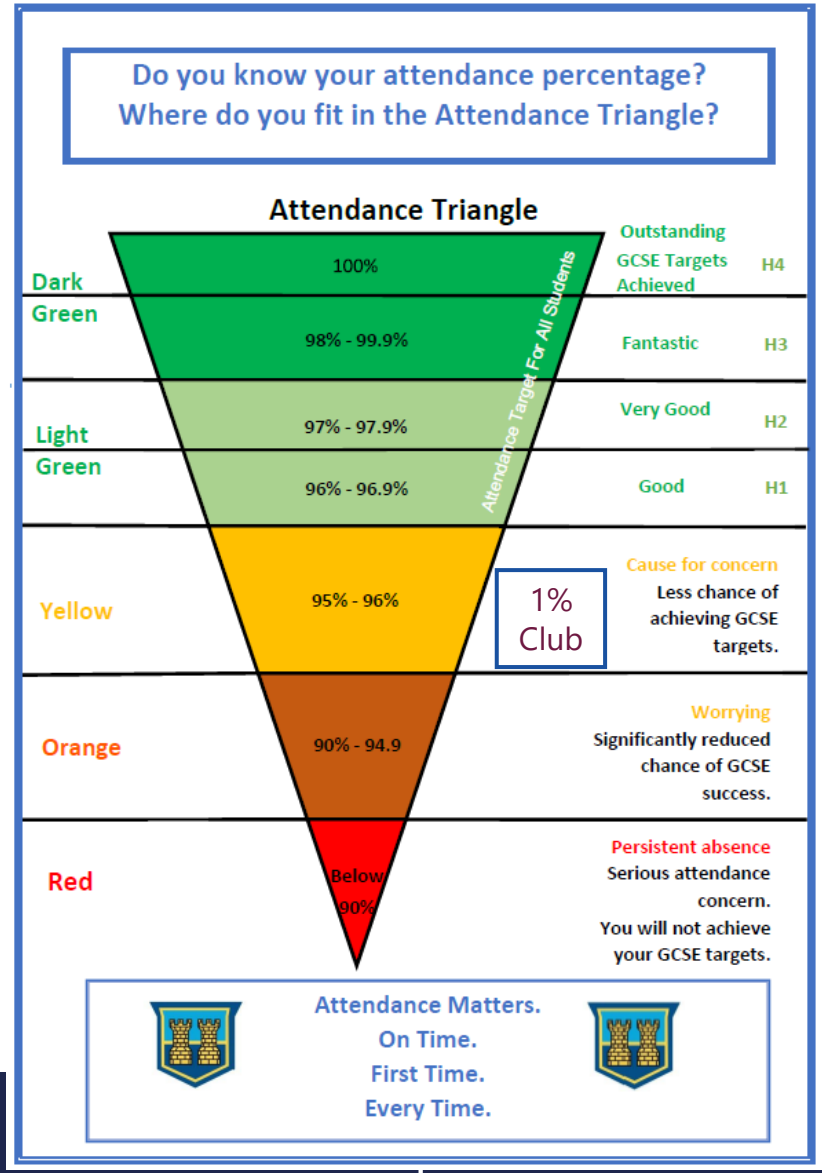
Attendance

If a student is unable to attend school, parents/guardians should call the school before 8:30am.

- Please provide the following information:
- Student's name
- Student's year group
- Your relation to the student
- Reason for student's absence

- A member of the Team will contact you to discuss the return to school.

HERO - Here Everyday Ready On time



ebrate.

Our School Values



Expectations

Everything we do this year links back to these expectations.

Readiness

Respect

Responsibly

Student Guarantee

Readiness	Respect	Responsibility
We arrive on time, equipped and ready to learn.	We respect everyone.	We take responsibility for our choices.
We strive to achieve our best.	We respect school expectations.	We stay organised.
We succeed today for our future.	We respect our environment.	We do the right thing.

Parent and Carers Guarantee

Readiness	Respect	Responsibility
We ensure our child attends every day.	We support the school.	We check MCAS regularly.
We ensure our child arrives on time.	We work positively with staff.	We support our child to meet expectations.
We ensure our child is equipped and ready to learn.	We model respectful communication.	We encourage our child to take ownership of their choices.

All Staff and Adults Guarantee

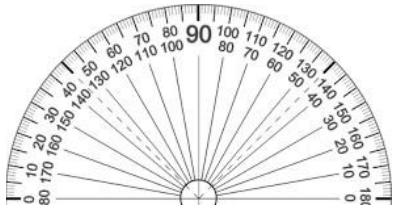
Readiness	Respect	Responsibility
We start lessons ready.	We model respect.	We deliver consistency.
We know our students.	We build positive relationships.	We follow systems.
We ensure an orderly start and end to lessons.	We support each other.	We own outcomes.

Equipment




LIFEVENTURE



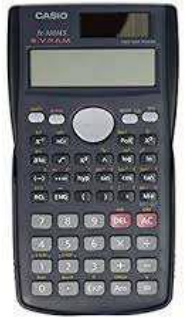









STABILO BOSS
ORIGINAL


CASIO








Gloy
GLUE STICK
FOR ALL PAPERWORK
GREAT VALUE
SCHOOLS
FORMULA
NOT FOR RETAIL SALE


HARRY'S
P.E
KIT



The Phone Locker Pouch

- Kept it in bags, as it will not fit in blazers
- Lock it on the way into school.
- Wont be able to unlock it until the end of the day.

Our Behavior Policy



In our Behavior Policy, if a pouch is damaged deliberately or “forgotten” regularly, levelled responses will be used.

- **First Time** – 24 hours confiscation
- **Second Time** – 3-day confiscation
- **Further Times** – 5-day confiscation

PHS Educate Challenge Empower Charter

Our Charter underpins these key values and guides us to make positive choices, conducting ourselves in a way that is respectful and supportive to all in our community.

Our Charter is the cornerstone of what we believe and is the foundation of all we do.

- We are proactive in creating a fair and equal world.
- We are kind, recognising that ‘banter’ can hurt others deeply.
- We don’t tolerate any peer abuse, whether verbal or physical.
- We challenge harmful words and actions against any individual or group.
- We talk openly about feelings and encourage positive mental health.
- We support each other’s growth, understanding failure leads to success.
- We listen, knowing everyone has their own challenges and struggles.
- We encourage everyone’s best efforts, removing any barriers they face.
- We are honest with ourselves and each other, always.
- We help each other feel safe, online and in-person too.

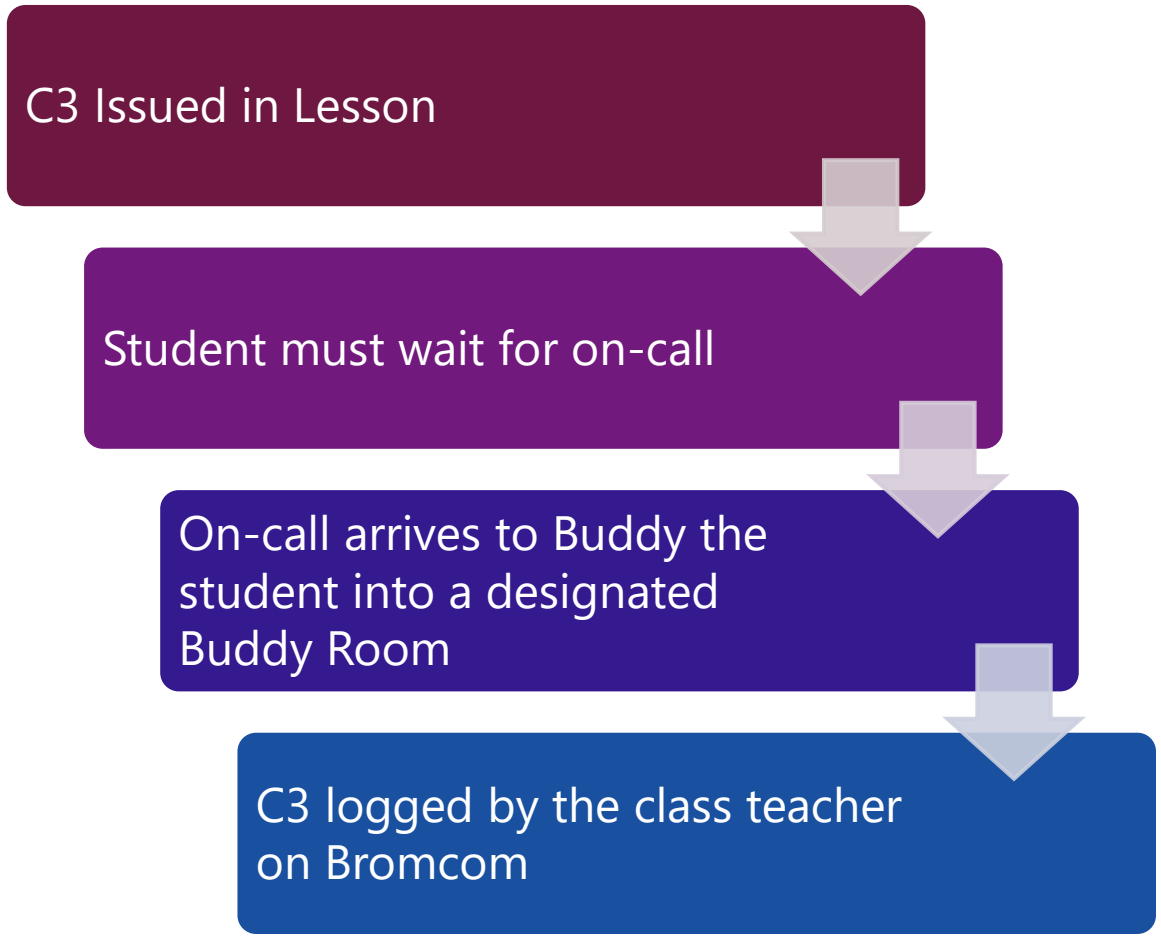
C System

C1 – First warning

C2 – Final warning

C3 – Removal to buddy room

What happens after a C3?



- If a student walks off from the classroom On Call to inform the class teacher to issue another C3.
- If a student continues to disturb the learning of others during this time the class teacher to issue another C3.

Detention System

A student received one C3 in a day receives 20-minute detention.

A student received two C3's in a day receives 40-minute detention.

A student received three C3's in a day receives 60-minute detention.

Students who do not attend detention receive a 60-minute detention.

Students who do not attend a 60-minute detention will be escalated to internal suspension.

R³ STATUS

REWARDS SYSTEM – WEEKLY

Be Ready ★ Be Respectful ★ Be Responsible

Consistency Earns Recognition!

Students achieve R³ Status by meeting:

R READINESS

- 100%+ attendance ✓
- Punctual to lessons ✓

R RESPECT

- No behaviour incidents ✓
- Positive conduct ✓

R RESPONSIBILITY

- Active contribution to House system (via points/engagement) ✓

WEEKLY REVIEWED

- Students reviewed weekly
- Ranked using House Points
- H4 received weekly for the achievement

RECOGNITION

- Fab Friday
- Access to Early Lunch
- Access to Enrichment Activities
- Access to Trips

Aim high. Be consistent. Earn your R³!

INSPIRE. ACHIEVE. CELEBRATE.

HOUSE POINT REWARDS

Work hard ★ Be kind ★ Make a difference!

Earn house points for your effort, attitude and achievements.

H1 POSITIVE	• Meeting classroom expectations • Following instructions first time • Ready to learn and on task • Completing classwork • Completing homework	+2 POINTS
H2 VERY GOOD	• Consistent effort throughout the lesson • Positive contribution to learning • Working well independently • Sustained positive behaviour	+5 POINTS
H3 OUTSTANDING	• High quality classwork or homework • Significant effort or improvement • Supporting others in learning • Going beyond expectations	+10 POINTS
H4 EXCEPTIONAL	• Exceptional effort or achievement • Representing the school or house • Contribution to wider school life (events, clubs, leadership) • Overcoming challenges or showing outstanding character	+15 POINTS

YOUR REWARDS

Reach these milestones to earn house point rewards!

BRONZE	SILVER	GOLD	PLATINUM	RUBY
500 HOUSE POINTS	1000 HOUSE POINTS	1500 HOUSE POINTS	2500 HOUSE POINTS	3000 HOUSE POINTS

Aim high! Every point counts!





- Fortnightly reward
- Based off the assembly theme
- Resets every other week

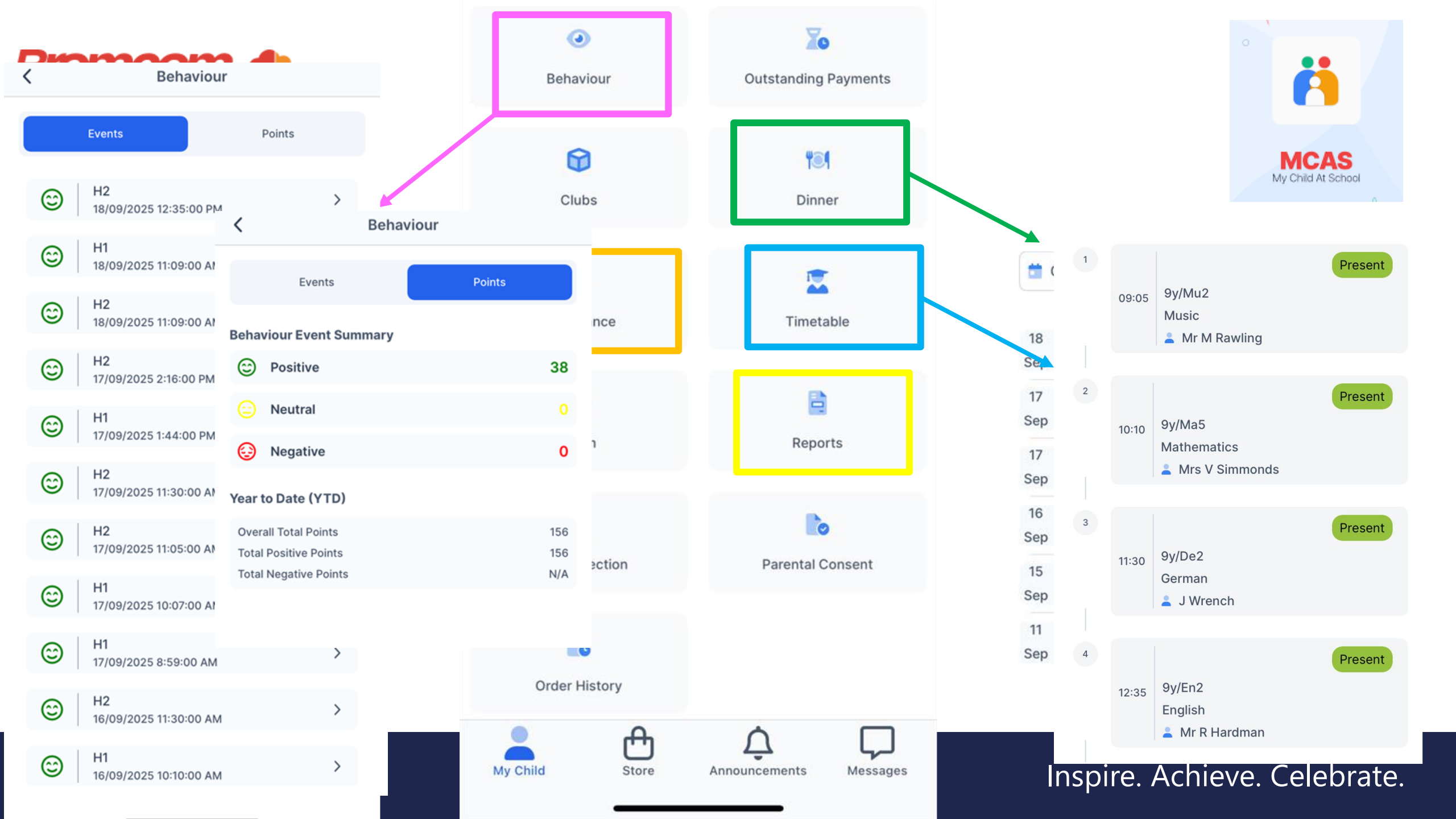
Inspire. Achieve. Celebrate.

Bromcom parent/carer app and student app

- Parents/carers can download the bromcom parent app MCAS and students can get the student version
- On this you can view timetables, dinner money, behaviour, attendance and reports.
- Notifications for detentions are also on this.

Student app

MCAS



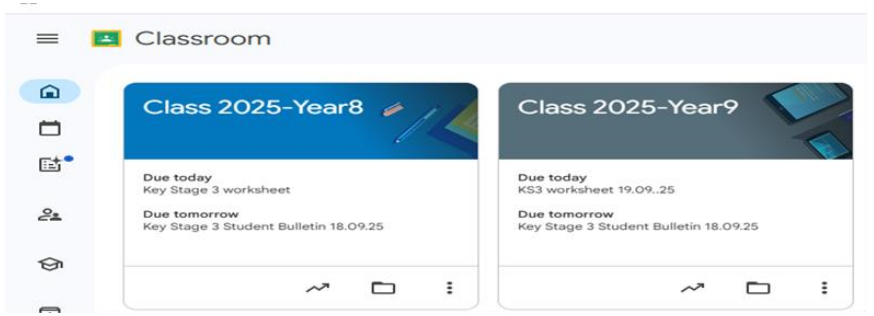
Inspire. Achieve. Celebrate.

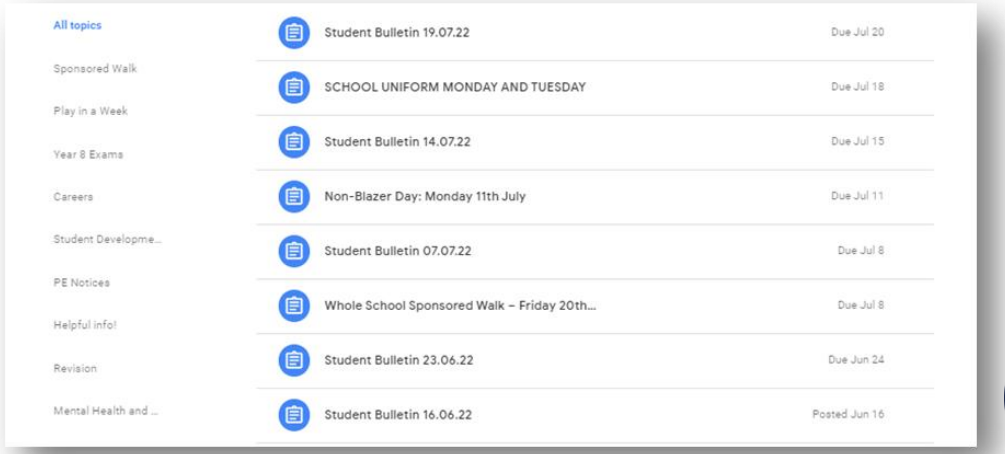
Google Classroom

Students can access home learning and other resources shared by their teachers. Please encourage you young person to check this each day.

Year 9 Google Classroom Page

- Notices
- Important dates
- Mental health tips
- Revision tips
- Extra curricular activities
- Exam timetables
- Key dates





Key Dates

- Assessment 1: 16/11/27 – 20/11/27 (In class)
- Assessment 2: 25/1/27 29/1/17 – (In class)
- Parents evening: 4/3/27
- Year 9 Exams: 26/4/27 – 28/4/27 (experience of GCSE exam set up)

There are 3 assessment windows throughout the year and following each of these you will receive information regarding your young persons progress.

Options:

Year 9 parents option talk: 2/2/27

Reporting

https://www.poyntonhigh.org.uk/attachments/download.asp?file=1496&type=pdf

Approach to Learning

This considers a student's commitment, effort and involvement in lessons, their homework and responding to feedback.

A+ Excellent
A Very Good
B Good
C Inconsistent
D Poor

Progress

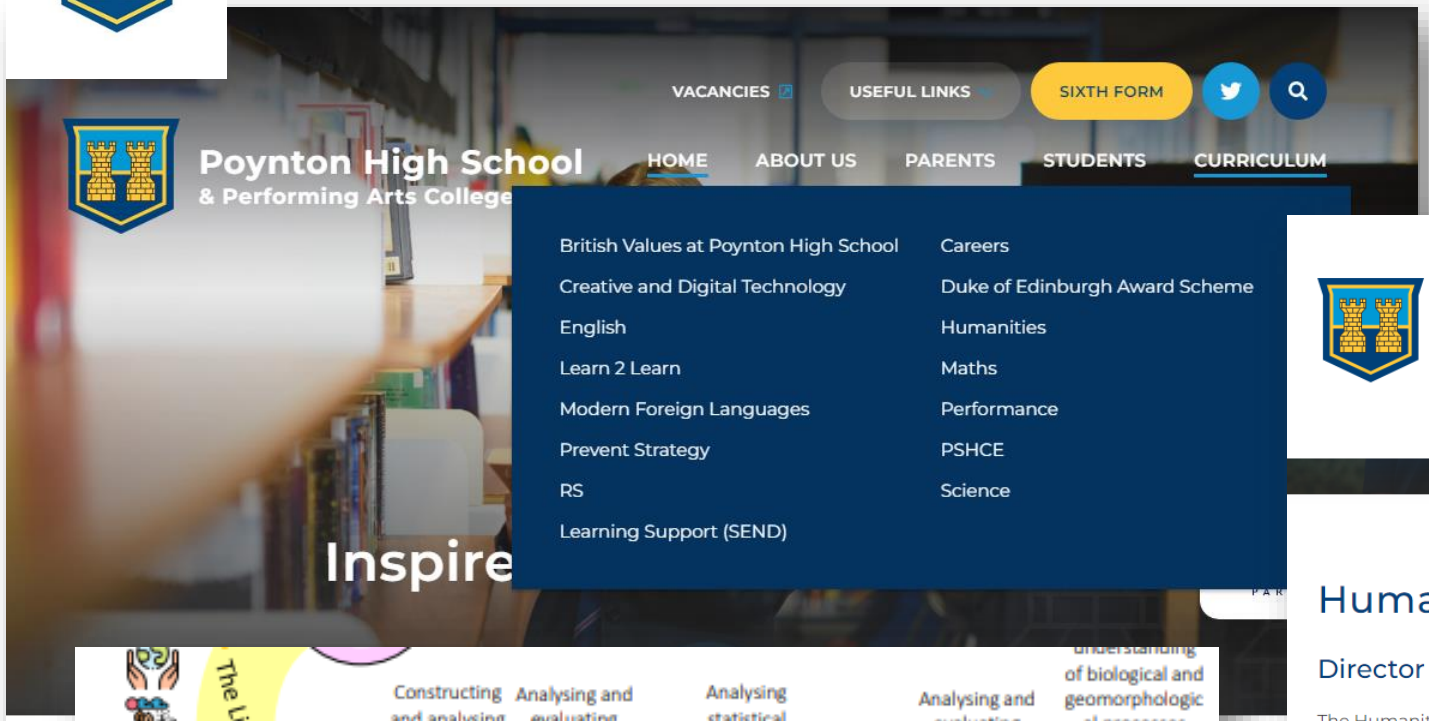
This is based on the knowledge and skills that a student has acquired since the last progress report and considers their starting point in terms of prior attainment.

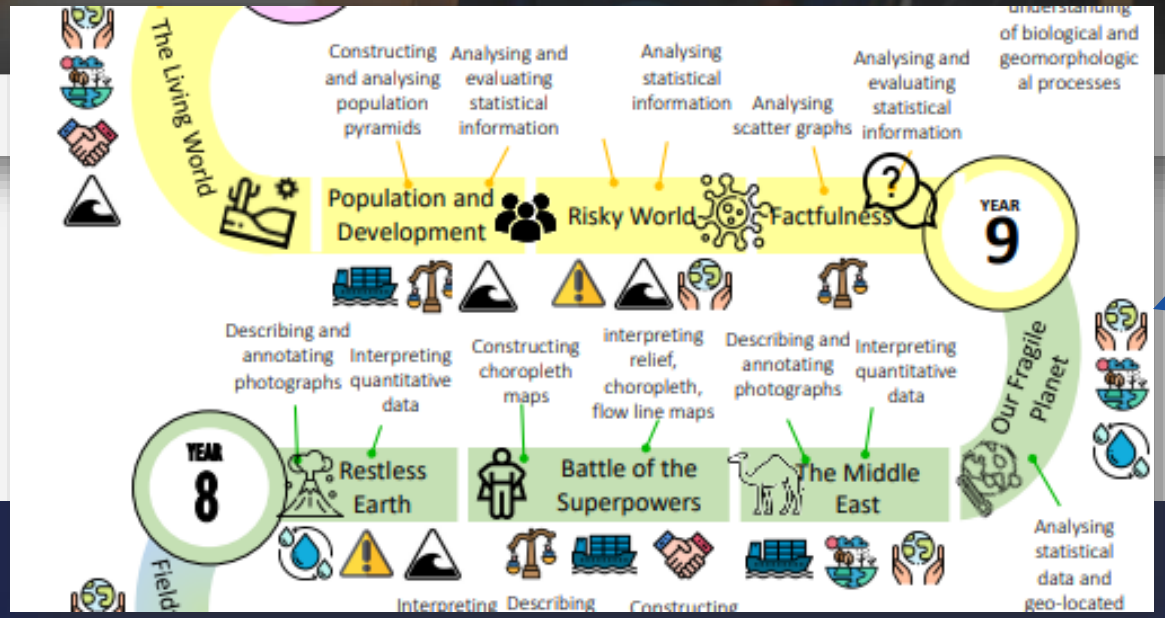
E – excellent
A – good
U – below expected

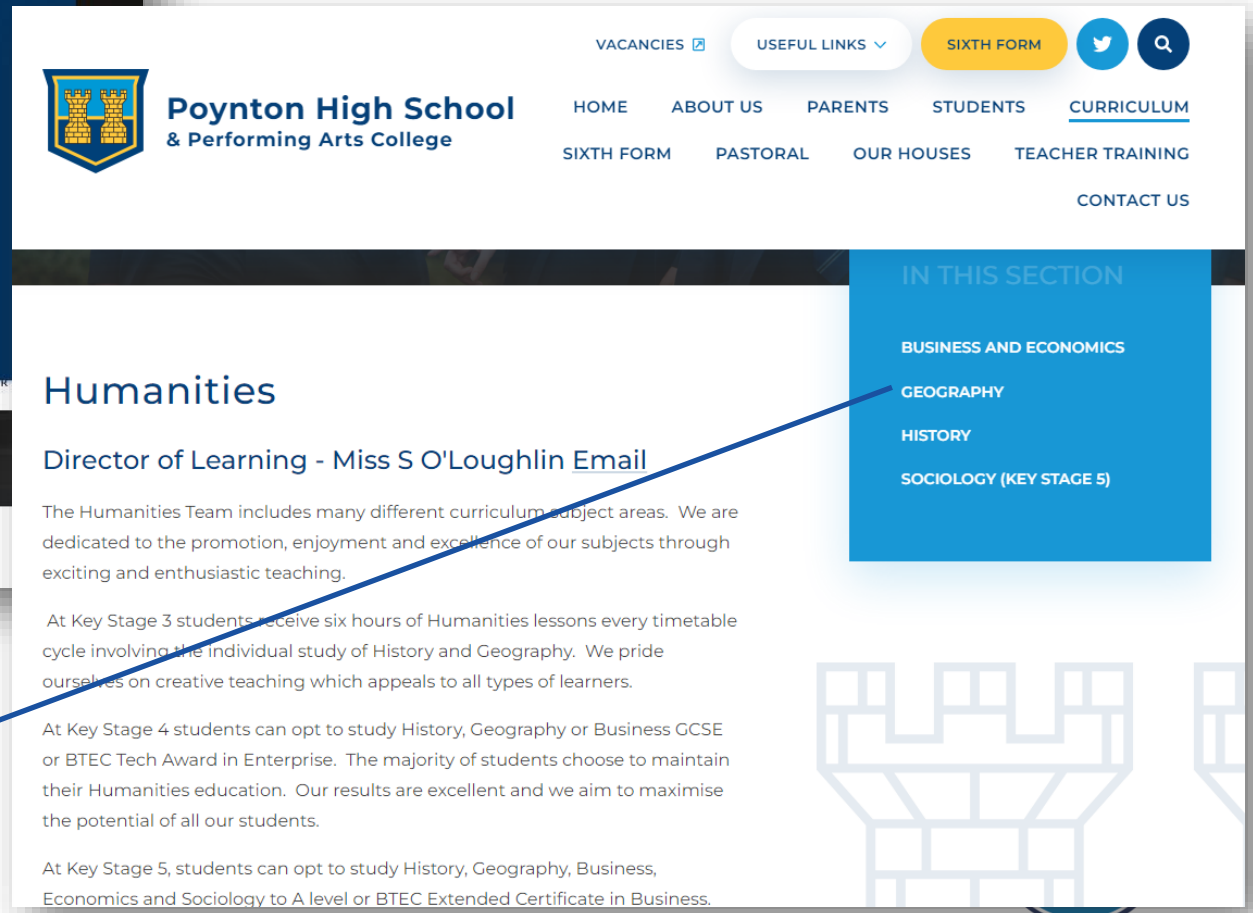
Working at

The working at grade is entirely about attainment within a reporting stage; it will go up and down; it is a measure against the whole cohort

Communication: *School Website*







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Careers Advisor

- We have an independent Careers Advisor, Joanne Green who works at school currently on Thursday and Friday.
- Joanne Green offers sessions for students who have any questions.
- If parents have any careers related questions these can be sent to the Careers Helpdesk at careers@poyntonhigh.org.uk

Researching for the future – finding good careers information and advice

- To make good choices for the future students will need reliable, up to date information

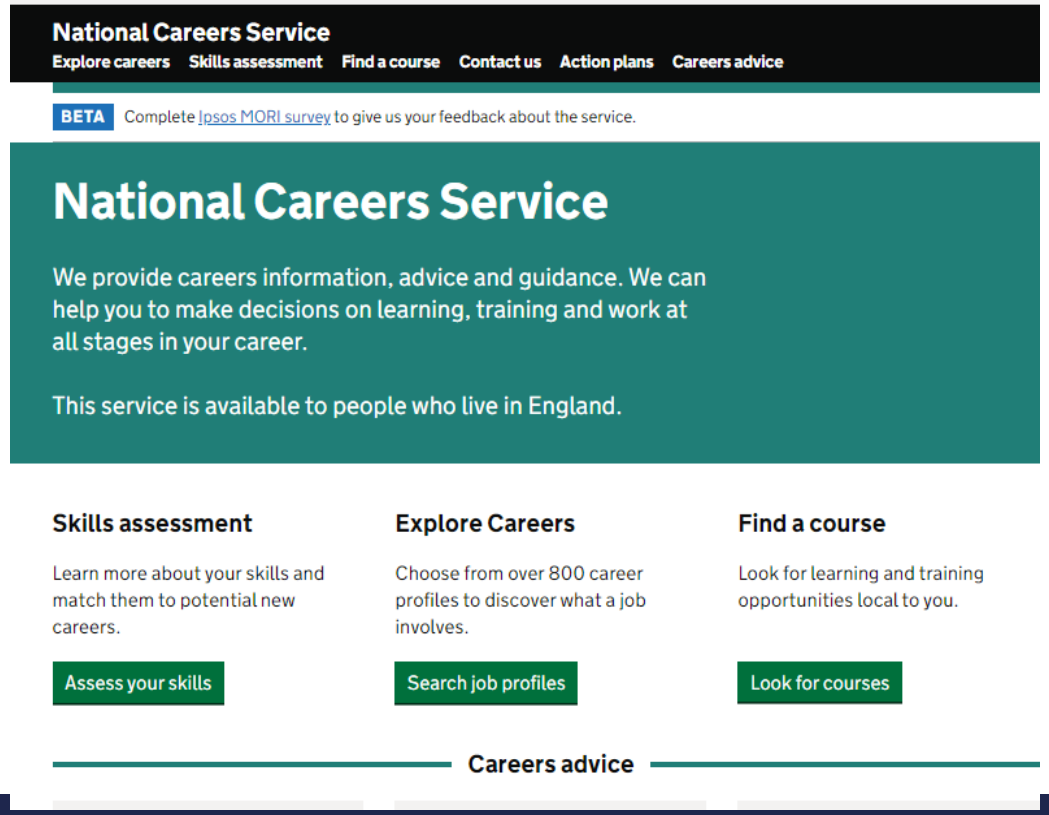
- To help them, school subscribes to a careers information platform called Unifrog.

- Students can use Unifrog whenever they want. The more they use it, save their ideas and add to it, the more useful it will be for them in the future.

Other reliable sites for Careers Research

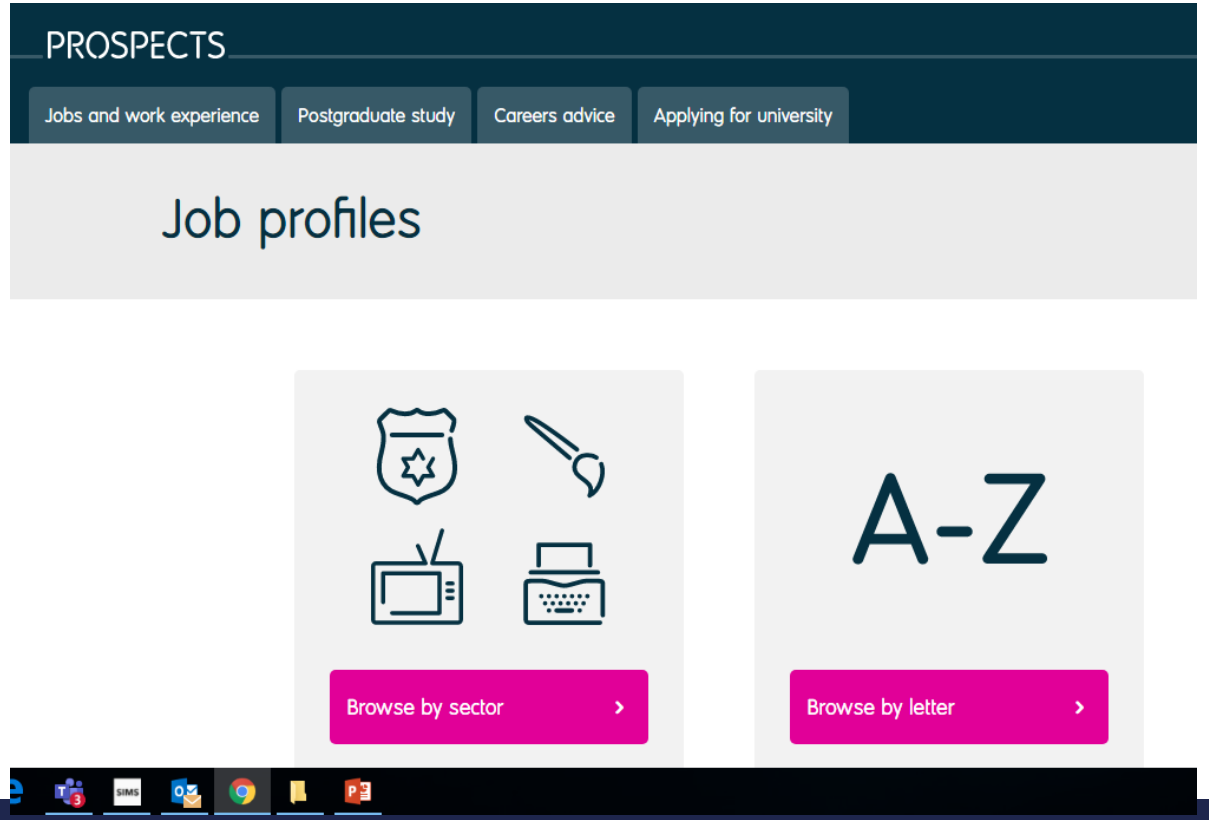
National Careers Service website

https://nationalcareers.service.gov.uk/



Prospects Website

https://www.prospects.ac.uk/job-profiles



Year 9 Form Time

9CWI – Registration

Week 1				
Mon	Tues	Weds	Thurs	Fri
Uniform and Equipment checks 	Behaviour Curriculum 	*Wellbeing Wednesday* 	Interactive 	Year Assembly 
Week 2				
Mon	Tues	Weds	Thurs	Fri
Uniform and Equipment checks 	House Assembly 	Core Skills 	*Careers* 	Interactive 

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English

Autumn Term 'Big Ideas'	• Identity Poetry including Maya Angelou • Class Reader – The Hate U Give • Short Stories and essays about Identity
Spring Term 'A Study of War'	• War Poetry • War speeches and essays • Non-Fiction Writing
Summer Term 'Conflicts'	• Shakespeare's Romeo and Juliet • Unheard Voices Anthology

How can I support my child with their English Learning?

READING

- The most important aspect of English is reading. We encourage all students to read for at least 20 minutes each day.
- Talking about reading with your child is a great way to help. Ask them about the plot, character and themes of the book and encourage them to expand their answers (you do not need to have read the book to do this!)
- Reading can include both fiction and non-fiction books - https://schoolreadinglist.co.uk/category/reading-lists-for-ks3-pupils/ This is a constantly updated list of age appropriate books for school age children.

HOMEWORK AND CHALLENGE

- At KS3 the focus of home learning is to consistently hone the skills of reading and writing.
- Each piece of home learning will be linked to a reading or writing task, with the level of challenge increasing steadily from the start of KS3 up to the end of Year 9.
- We don't want homework to take up too much of students' precious time; the tasks should be challenging enough to sharpen our young learners' skills without being overwhelming or overly time intensive.

Maths

Students continue with the maths spiral curriculum. Broad topics are revisited, building on prior knowledge and moving students further up the skills ladder. They key to year 9 is to create a solid foundation for the more advanced GCSE content encountered in year 10 and 11.

Homework

- **Weekly online homework on Sparx Maths (due every Wednesday). Utilises AI technology to personalise homework based on the user's strengths and weaknesses, meaning students are to aim for 100% each week. There is a Sparx support session every Tuesday lunchtime in room 29 with two maths teachers available to help. Reviewed by teachers to confirm progress and understanding. Follow up tasks are generated by Sparx and delivered by teachers in lessons as a do now.**

Assessments

- **Formal Written Assessment Termly – Revision List will be provided.**
- **Interim open book assessments are more informal, but completed in exam conditions where students use their books and revision notes to assist them.**

Independent Study and Support

Students are encouraged to use Sparx maths for independent study to improve confidence and understanding. Sparx codes are also provided to use for revision for upcoming assessments.

Keeping exercise books neat, with good examples highlighted and contents page up to date will

allow it to be used as a good revision resource.

Science

- Overview of when each topic is taught in Y9.
- Test 1 in November
- Test 2 in January/February
- End of Year exam in April

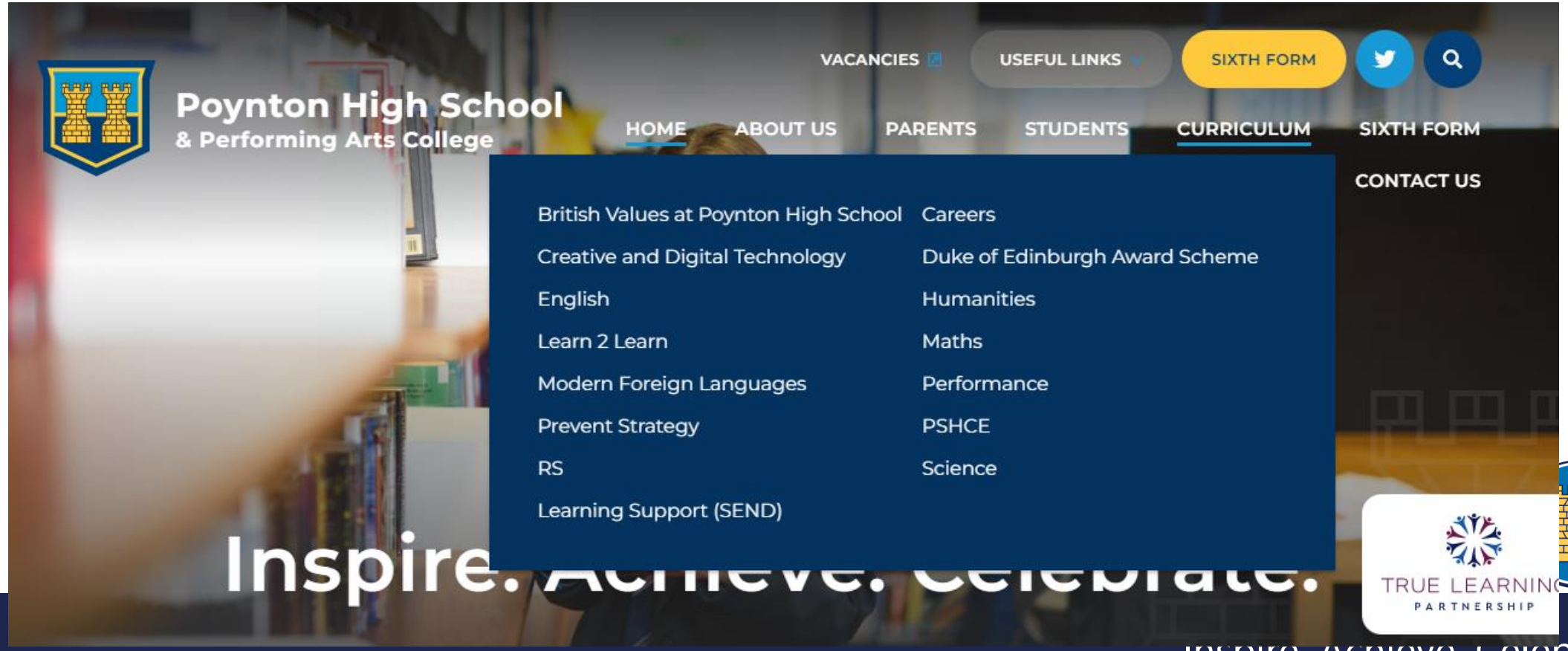
SENECA

- Seneca- online resource used to support revision for tests.
- All homework's uploaded onto Google classroom, including GC mini quizzes

Term	Topics
1	**Biology: Cells** **Chemistry: Basic Chemistry** **Physics: Energy**
2	**Biology: Photosynthesis** **Chemistry: Atomic Structure and the periodic table** **Physics: Particle model of matter**
3	**Biology: Adaptations & Ecology** **Chemistry: Introduction to bonding & Chemistry of the Atmosphere** **Physics: Forces**

- Practical skills- key skills taught throughout the course, to prepare for GCSE required practical's.

More information about all subjects can be found on the school website and in the half termly bulletins



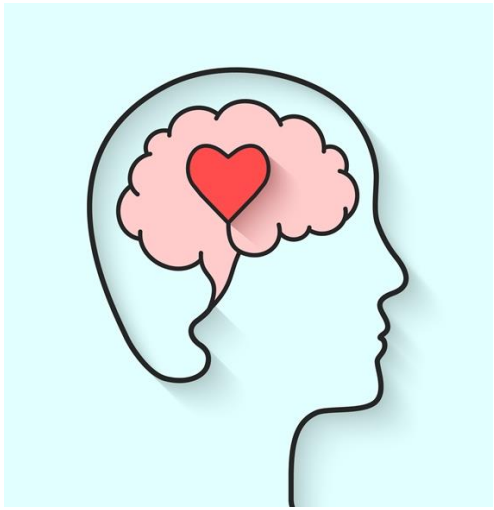
Supporting our young people.

- Welfare support
- Subject Intervention
- Half termly bulletins
- Remote support – Google classroom
- Registration Activities
- Information and support for examinations – students will receive more information about this throughout the year

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How you can support your young person to achieve their potential







Supporting Attendance and Punctuality

Why it matters

- Regular attendance = better learning, progress & friendships
- Good punctuality builds responsibility & routine

How you can help

- Encourage a consistent bedtime & morning routine
- Prepare school bag, uniform, and lunch the night before
- Aim for 100% attendance – book appointments outside school hours where possible
- Contact school promptly if absence is unavoidable
- Praise and reward good attendance & punctuality

Make sure they are prepared and ready to learn

Why it matters

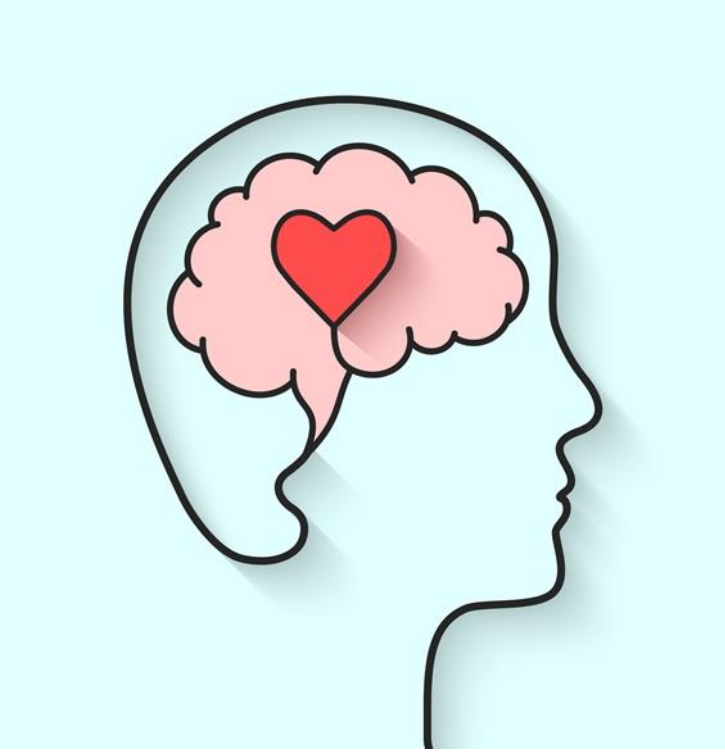
- Being prepared helps reduce stress and worry
- Ready-to-learn students settle quickly and make better progress
- Organisation builds confidence and independence

How you can help

- Check they have the correct uniform and equipment (pens, books, PE kit, homework)
- Encourage packing their bag the night before
- Create a calm, distraction-free space for homework
- Talk through their timetable and upcoming deadlines
- Celebrate their effort and organisation skills

Support their mental health and wellbeing

- Develop routines
- Healthy sleeping habits
- Monitor screen time and the use of social media
- Positive conversations about school and learning
- Healthy living



Make sure they are prepared and ready to learn



- Full school uniform
- Full school equipment
- Have a space at home to keep their school work
- Encourage them to pack their bag the evening before

Engage them in conversations about their day and learning



- Ask them about their day. Get them to tell you about what they have been learning
- Set achievable goals with them
- Encourage them to speak to their teachers when they have questions
- Celebrate any achievements
- Discuss any consequence points



Help them to develop good study habits



- Encourage them to organise their books at the end of each day. Use their contents page and glossaries.
- Retrieval practice
- Reflect on their work
- Have they responded in red pen to teacher feedback?

Revision

https://www.phs.cheshire.sch.uk/keystage4exams



- **Start early!** We will provide lots of revision support for students, but they should ensure they are starting their revision early.
- **Create a revision timetable** – establish a balance between subjects ensuring all topics are being covered.
- **Try different techniques** – find what works for them!
- **Remove distractions** – mobile phones should be kept out of the way!
- **Get involved** – Support them by quizzing them or getting them to explain things to you.
- **Self care** – take regular breaks, eat well, exercise and get lots of sleep!

Preparing for assessments, making sure students can remember and use the content from class is a really important. We want to make sure that students do this in a way that works and that you can also support them. We have told students to think of this task being in **three parts or steps**.

STEP ONE

Preparation

Getting ready and organising your thinking

STEP TWO

Performance

Actively TESTING yourself from memory

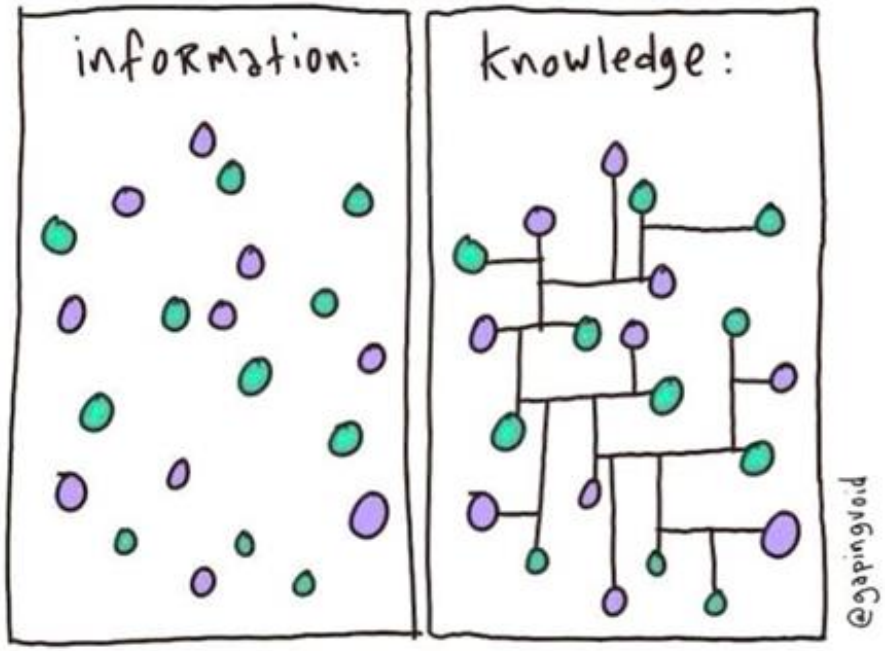
STEP THREE

Progress

…doing these things regularly over time to build confidence

STEP 1: PREPARATION

Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use. There are lots of techniques they can use.

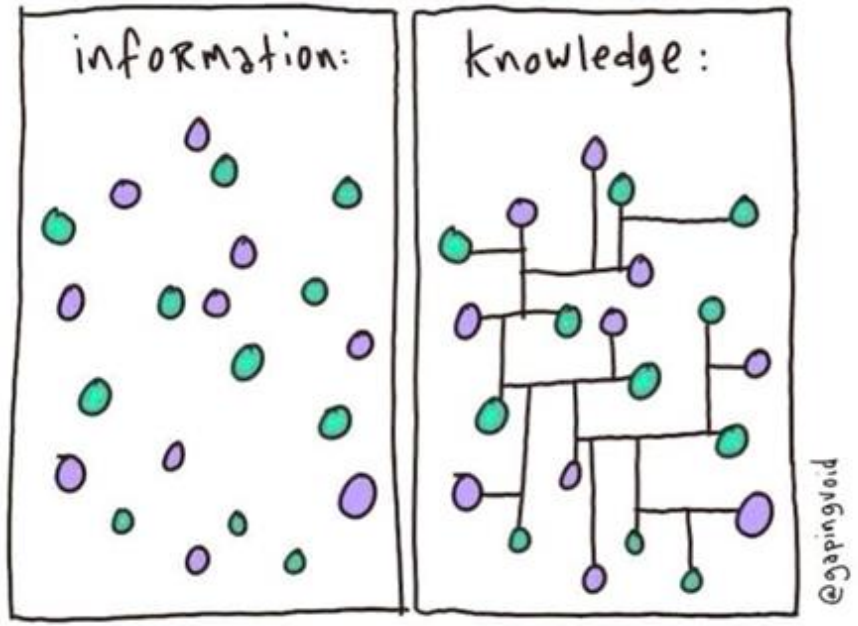


STEP ONE - PREPARATION

What will you revise from?

Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use.

There are lots of techniques they can use, including:

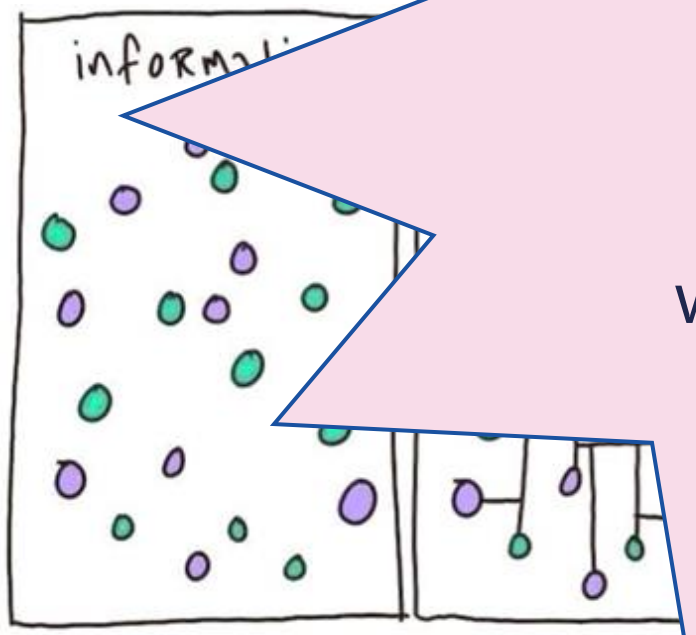


- Creating Mindmaps
- Making Cue Cards/Flash Cards
- Summarising notes
- Cornell Note Taking
- Transforming your notes into memorable images
- Designing an evil mock exam paper
- Planning answers to questions

STEP ONE - PREPARATION

What will you revise from?

Students need to … to a format …



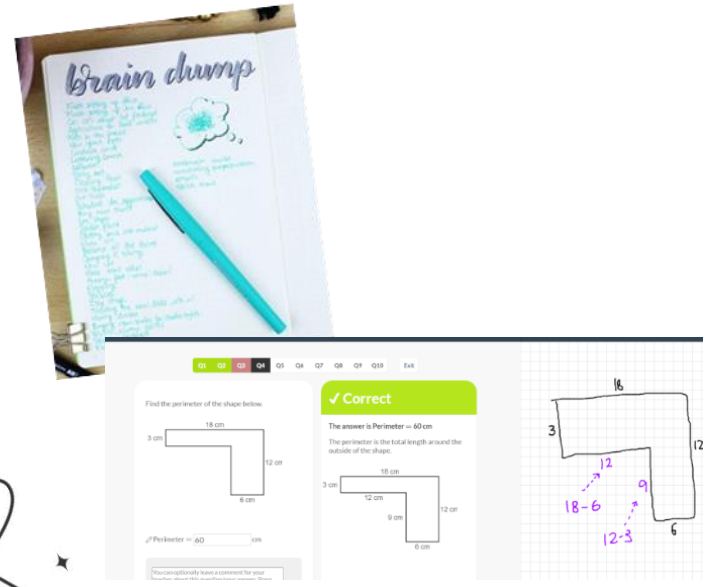
BE CAREFUL! Some students spend FOREVER in the Preparation Stage and this means they miss the part of revision where the content becomes easier to remember. They might end up with a lovely mindmap which looks brilliant but when it comes to the test they struggle to remember it!

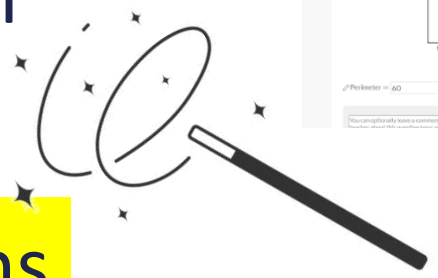
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STEP 2: PERFORMANCE

This is the stage that makes their learning ‘stick’.

The only way to commit content to memory is to test themselves, they are testing their performance.





This is the stage where the magic happens.

STEP TWO

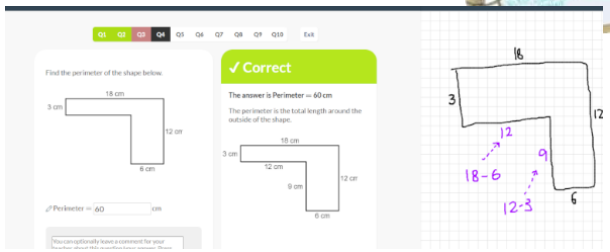
Performance

This is the stage that makes their learning ‘stick’. The only way to commit content to memory is to test themselves, they are testing their performance. This is the stage where the magic happens.



Again, there are a lot of techniques that students can use in this stage, including:

- Attempting an exam question WITHOUT NOTES in timed conditions
- Recreating an aspect of your mindmap FROM MEMORY
- Quizzing yourself with your cue cards
- Teaching someone else the topic WITHOUT NOTES
- Reading your teacher’s feedback and changing your approach
- Mind Dump – noting down everything you know from a topic
- Practice questions (often online e.g. Dr Frost for maths or Seneca questions)

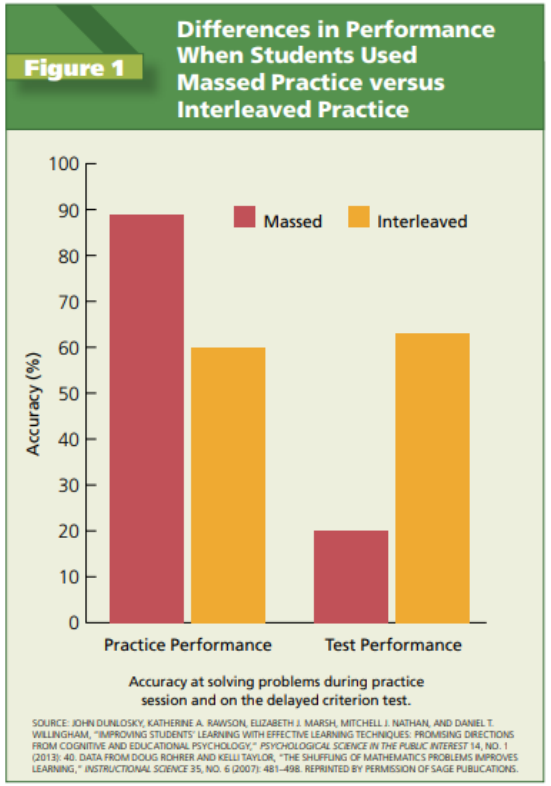




STEP 3: PROGRESS

Revision isn't a last minute cramming session before the exam.

IT TAKES PLACE OVER TIME.



STEP THREE

Progress



The more small chunks of revision students complete over time, the better they become in terms of their learning. They need to make sure they regularly return to the content to fully commit it to memory.

Creating opportunities to complete tasks from the Performance Stage and regularly reviewing learning will make sure that their revision sticks – it helps make sure they don't forget it!

Support with home learning



Google Classroom

- Have a place for studying
- Plan home learning time into your routine – Students should be doing at least 2 hours of home learning / revision each week
- Check Google Classroom
- Ask questions about their home learning and show an interest
- If they are stuck, encourage them to think it through and use the resources they have

Encourage them to challenge themselves

- Don’t do the minimum – research something further!
- Share their ideas in class
- Failure is the stepping stone to success
- Take part in an extra-curricular activity/club
- Reading







Talk about their aspirations and careers

- Ask them about their aspirations
- Discuss different careers
- Use the resources on the school website



Broaden their knowledge and experiences

- Discuss a variety of topics
- Talk about things they might see in the news
- Visit interesting places with them



Educate – Challenge – Empower

Encourage them to take responsibility for their learning, actions and choices.



Who to contact

Welfare concerns – Miss Booth Bowler

hbooth-bowler@poyntonhigh.org.uk

Concerns about general progress – Miss Hancock

Jhancock@poyntonhigh.org.uk

Specific Subject Progress concerns – For the attention of your child's class teacher

SEN Concerns - SEN@poyntonhigh.org.uk

All these contact details plus the safeguarding contact, SENCO, Headteacher and Chair of Governors can all be found on the contact us page of the school website.

Further information follow our Instagram



- A member of the team will endeavour to get back to you within 48 working hours, as per the school communication guidelines