

WELCOME TO

YEAR 9

INFORMATION EVENING



VERULAM
SCHOOL





Mr F. Moane

Attendance Matters

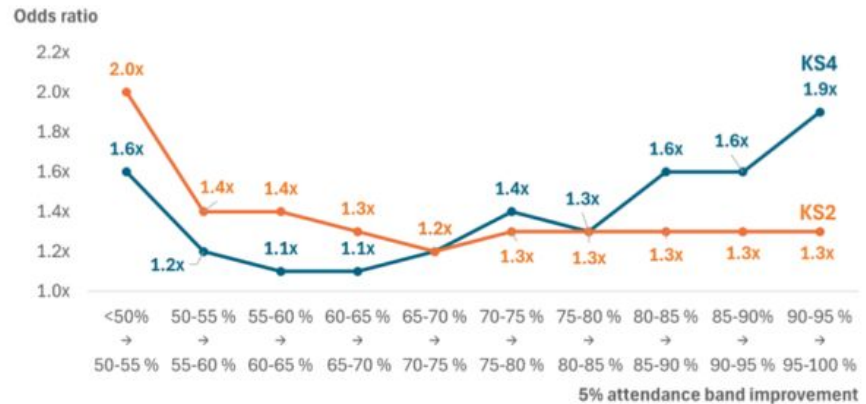
DfE Evidence shows that a pupil's progress and attainment is affected if their attendance falls below 90%.



Attendance Matters

- 90% attendance = 19 days off = 95 missed lessons that may never be repeated.
- The odds of year 11 pupils achieving a grade 5 in English and maths almost double if their attendance is over 95 per cent, compared to those who miss between 5 and 10 percent of lessons

Figure 11 The odds ratio of achieving the expected standard at KS2 and KS4 when moving up a single 5% attendance band

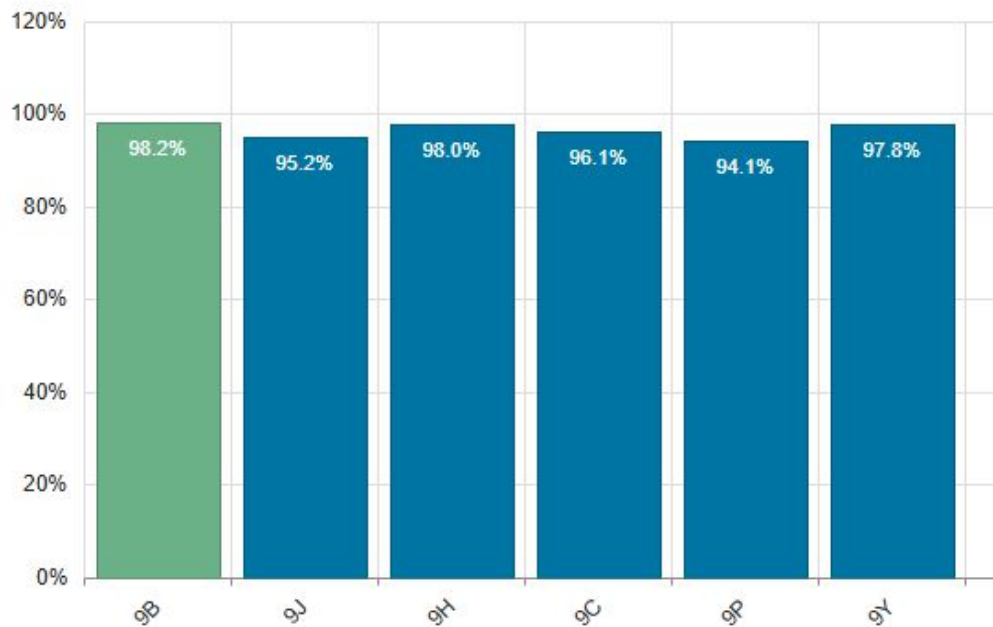


Year 9 autumn 2026

Tutor Group



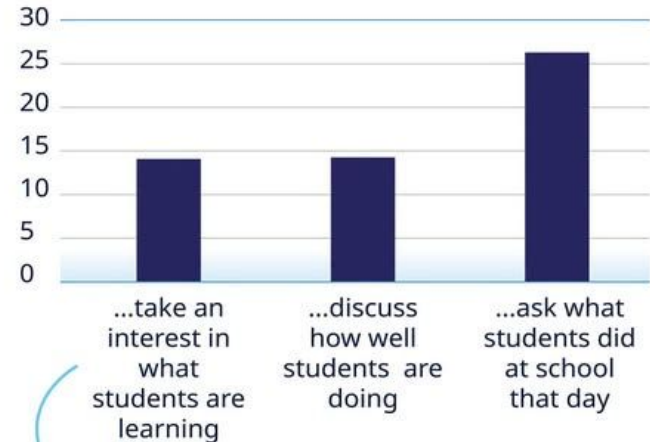
Attendance



- OECD research shows that parents simply taking an interest and asking about learning can make a significant difference to outcomes
- A reminder that all subjects publish the half termly topics being studied by each year group on our website under Curriculum->Subjects

Parental interest in schooling is linked to **higher student performance**

Score-point difference associated with students who report that parents or other family members...



Yet students reported **less family support than in 2022** in almost all countries and economies.

Key Dates

Autumn Progress Report W/B | 2nd November 2026

Spring Progress Report W/B | 11th January 2027

Parents' Evening | Thursday 4th February 2027

Year 9 Options Evening | Thursday 4th March 2027

Activities Week | 28th June – 2nd July

North Wales Outdoor Activity trip | W/B 5th July 2027

Summer Progress Report | W/B 5th July 2027

Form Time: Pastoral Team

- 9B: Ms Tandon
- 9C: Mr. Coughlan
- 9H: Mr. Holland
- 9J: Mr. O'Connor (& Ms Hussain)
- 9P: Mx Moreland
- 9Y: Mr Lewis (& Ms Hussain)

Your first point of contact through admin@verulam.aetrust.uk (FAO)



Mr J. Anthony

YEAR 9: IMPORTANT YEAR

PATHWAYS YEAR

Thursday 4th March– Options' Evening



THE VERULAM SUMMIT

YOUR JOURNEY. YOUR EDUCATION. YOUR FUTURE.




**EVERY STEP
TAKES YOU CLOSER
TO YOUR SUMMIT.**

Stay focused.
Stay resilient.
We believe in you.
Faire Mon Devoir.



BASE CAMP YEAR 9

CHALLENGE: Subject choice, exploring GCSE options and changes.
EDUCATIONAL STEPS: Receive guidance; explore subjects; make informed choices for your GCSE journey.

DANGER ZONE



The climb won't always be easy,
but every challenge builds strength,
character and success.

YOU'VE GOT THIS.



THE SUMMIT UNIVERSITY / JOBS

Your Future. Your Impact.
Make a difference.



BASE CAMP YEAR 13

Complete A Levels; prepare for university applications and next steps.



BASE CAMP YEAR 12

Build subject expertise; independent learning and future planning.



BASE CAMP YEAR 11

Focus on GCSE success; exams, revision and next step preparation.



BASE CAMP YEAR 10

Commence GCSE topics; develop skills and build strong foundations.



BASE CAMP YEAR 8

Challenge: Adapting to more subjects and greater responsibility.
Step: Build good habits and broaden your learning.



BASE CAMP YEAR 7

Challenge: Transition to secondary school.
Step: Settle in, make connections and build confidence.



BASE CAMP PRIMARY SCHOOL

Challenge: Preparing for the next adventure.
Step: Build skills, curiosity and a love of learning.



FAIRE MON DEVOIR – DO MY DUTY

BE AMBITIOUS. BE RESILIENT. BE YOUR BEST.

FAIRE MON DEVOIR



Year 9 – the end of Key Stage 3

- Potentially the last time that certain subjects are studied at school
- Important to complete the year to the best of ability and not have effort decline after options have been chosen
- Keep as many doors open as possible with consistent effort across the year
- GCSE content will begin to be taught later in the year, particularly in the Core of English, Maths, Science



Trip/Enrichment Opportunities

Barcelona Football Tour 2027 (Invitation Only)

28th June– 2nd July

Eryri Activity Adventure Trip
2027 (Details coming soon)
5th July– 9th July



E-safety

Mrs K Thackray



Home - School partnership - e-safety

1. Parental controls and guidance
2. Impact on school life
3. Where to find support





Hey kiddo, it's about time for bed. Okay. Okay. Oh, remember there's a box in the

What rules do you set around online usage at home?

While parental concerns in some areas have increased considerably, their **enforcement of rules appears to be diminishing**, partly because of **resignation** about their **ability to intervene** in their children's online lives.

Spending money online (52%)

Information their child can share online (49%)

Video content their children are allowed to watch online (67%)

Types of websites and apps they can use
(41%)

Source: Children and parents: media use
and attitudes report 2024

Why not have a family agreement to:

- **clarify** what is allowed...or not
- **establish** ground rules like no phones at the table or in the bedroom at night-time
- **agree** shared expectations to reduce arguments and keep everyone safe & healthy

Download it at parentsafe.lgfl.net/digital-family-agreement

Parental controls:

- Controls have to be set up on both the broadband connection AND each individual device
 - These do not come as standard so it's worth checking
 - They are important because they allow you to:
 - **Block and filter** upsetting or inappropriate content or sites
 - **Plan what time and how long** your child can go online for
-

Visit www.internetmatters.org/parental-controls/ to find out how to set controls on devices:



Set up devices safely

Set parental controls on a range of devices, apps, and platforms with our how-to guides.

Smartphones & other devices Select the smartphone, other device or OS from the dropdown list:  VIEW ALL	Broadband & mobile networks Select your network provider from the dropdown list:  VIEW ALL
Social media Select the social media app or platform from the dropdown list:  VIEW ALL	Video games & consoles Select the video game or console from the dropdown list:  VIEW ALL

Impact on school life:

- Fatigue and difficulty concentrating in lessons, addictive traits develop.
 - Exposure to inappropriate online content - potential of concerning language being used, violence, harmful world-views.
 - Potential of increased 'unkind' behaviours between peers - large whatsapp groups are harmful and impact social relationships in school.
 - Mental health - feelings of isolation, anxiety and disconnect.
-

Where to find support:

- Form Tutors
- HOY
- School Safeguarding Team





Mr J. Anthony

Year 9 CUSP: Connecting Choices to Future Pathways

THEME: FOCUS

KEY FOCUS & MAIN OBJECTIVE

Making informed GCSE choices with future careers in mind, exploring post-16 routes, comparing university vs apprenticeships, and setting clear goals.

Activities & Experiences Throughout the Year

AUTUMN TERM

- The Scholars Programme
- Unifrog career search tools
- PSHE career planning modules

SPRING TERM

- National Careers Week and National Apprenticeships Week
- Year 9 USP: Career Skills Day (CSD)
- Introduction to University talk
- Pathway assembly & myth-busters
- GCSE Options Evening

SUMMER TERM

- Degree Apprenticeship Assembly talk
- Royal Navy Assembly

SKILLS DEVELOPED

Decision-making, research, long-term planning, evaluating post-16 routes, and challenging industry stereotypes.

GATSBY BENCHMARKS

GB2, GB3, GB4, GB5, GB7: Cumulative 11-14 employer encounters (PAL KS3 requirement exceeded).

KEY OUTCOMES & DECISIONS

- ✓ GCSE options selected with career interests in mind (March deadline).
- ✓ Clear understanding of university and degree apprenticeship routes.
- ✓ Emerging Plan A and Plan B post-16 aspirations established.
- ✓ Golden Thread: "My choices matter for my future" (CHOOSE).



KS3 Summative Assessment Grading System

Teachers and subject leaders will determine the extent to which students have mastered the key knowledge, understanding and skills at key stages in the curriculum by using the following **attainment categories**:

- Mastery
 - Greater Depth
 - Secure
 - Developing
 - Emerging
 - Working towards emerging
-



KS3 Reporting to Parents

We will compare the category your child's teachers have reported against their **expected attainment pathway**.

We derive our pathways based on the top 5% of students nationally and will report to you three times a year as follows:.

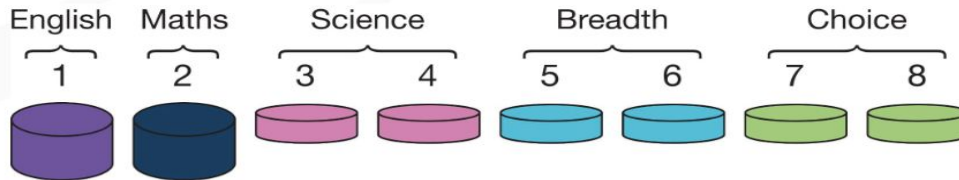
- **Exceptional progress** - two categories or more above a students' expected attainment
 - **Above expected progress** - one category above a students' expected attainment
 - **Expected progress** - expected attainment
 - **Below expected progress** - one category or more below a students' expected attainment
-

What are options?

The Department for Education state in their policy Every Child Achieving and Thriving : “*The proposal requires greater academic breadth and gives parity for creative subjects by requiring young people to study at least 2 of languages, creative subjects and humanities, as well as giving space for wider choices.*”

This includes choosing at least **two** subjects from **three** of the new breadth categories:

- Category A: Humanities (Geography, History, Religious Education)
- Category B: Creative (Art, Design & Technology, Drama, Music)
- Category C: Languages (French, Spanish)



Compulsory subjects

English – English Literature and English Language

Maths – GCSE and Edexcel Awards

Science – Combined Science or 3 Separate Sciences

PSHE – not examined.

Core PE – not examined

Uniform

- Coats can be worn at lunchtime in outside areas only. **They should not be worn on transition to lessons.**
- Hooded jumpers and sweatshirts are not a part of school uniform and should not be worn at any time.
- Blazers must be brought to school and worn
- Small things make a big difference.

- Navy Blue Blazer with badge
- Black trousers of conventional cut
- White shirt – long or short sleeved
- House tie
- Grey V-necked pullover
- **Black shoes (not trainers)**
- Dark grey or black socks



Equipment:

- Will be checked daily by form tutors



Clubs and after-school activities

Autumn Term Lunchtime Clubs – 2026

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Clubs		ALL Years Brass Group – Music Dept Years 7-9 Gardening Club – Bradshaw Garden (GOLD WEEK ONLY) Years 8-11 Podcast Club – Room 6 (BLUE WEEK ONLY) ALL Years Card Games Club – Room B4 Years 7&8 Book Club – Room 1 (GOLD WEEK ONLY) ALL Years Character Creation Club – Room 4 ALL Years Tuesday Code Club – Room 40 Years 10&11 Art & Design Club – Room A2	ALL Years Band Club – Music Dept Years 12&13 Psychology Support – Room 23 Years 7-11 Christianity Unpacked – Room 21 Years 7-11 General Knowledge Club – Room 8	ALL Years String Group – Music Dept Years 12&13 D&D Club – Room B3 ALL Years Warhammer Club – Room 31 Years 7-11 Psychology Club – Room 23 Years 10&11 Art & Design Club – Room A2 ALL Years Thursday Code Club – Room 40 ECO Club – LIB 1 (Hopkins Room) (during form time and every 4 weeks)	Years 7-11 D&D Club – Room B3 Years 7-11 Games & Ultimate Questions Club – Room 21 ALL Years Debate Club – Room B4

Please Note: teachers will notify and remind students when clubs are running. If a staff member is absent, a club may not be able to run.



To be active and connect:

We have a range of different clubs and after school activities.

Autumn Term Before School & After School Clubs – 2026

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School Clubs (08:00 – 08:30)					Year 11 RE GCSE Challenge Group – Room 22
After School Clubs (finish at 16:00)	ALL Years SEND Homework Club – Hub Years 10-13 Music GCSE Booster and Revision – Music Dept Years 12&13 Sociology Intervention – Room 6D Year 11-13 Monday Night Maths – Bradshaw	ALL Years SEND Homework Club – Hub	ALL Years SEND Homework Club – Hub Year 11 English Revision – English Corridor Years 12&13 Philosophy Applications Group – Room 22 ALL Years Comics & Manga Club – Hub Year 11 Business & Economics Study Support – Room 38 Year 13 Business, Economics & Law Study Support – Room 39 Year 11 English Revision – Room 6	ALL Years SEND Homework Club – Hub ALL Years Choir Club – Main Hall or Music Dept Year 13 Psychology Revision – Room 23 Year 11 RE GCSE Intervention – Room 22 Years 10-13 Computer Science Revision – Room 40 Years 7-9 STEM Club – Technology Dept Year 9 Acting Company – Drama Studio Years 10&11 GCSE Art Club – Room A2	Years 10-13 Music GCSE Booster and Revision – Music Dept

Please Note: teachers will notify and remind students when clubs are running. If a staff member is absent, a club may not be able to run.



Clubs are advertised on the Website.

My Child At School:

Know what is happening at school.

- Attendance
- House Points
- Sanctions



I saw that you were late to English, was everything ok?

Mrs. McNally gave you a house point today, what was that for?

This presentation already available on our website, under Learning-> Parents' Information Evenings

← → ↻ 🏠 verulamschool.co.uk/Learning/Parents-Information-Evenings/ 🔍 ☆ ⚙️ 📄 📌 📖 School ⋮

Apps 📱 verulamschool.co.uk bookmarks 📑

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Parents' Information Evenings

This page gathers the presentations given at the year group information evenings.

The dates for the 2025/26 academic year are below, alongside the parent teacher consultations where appointments can be booked with teachers via the My Child At School platform.

Year group information evenings		Parents' consultation evenings	
		Year 7	Settling in meet with tutor (virtual) Thursday 16th October
Year 12	Thursday 11th September	Year 12	Thursday 20th November
Year 11	Thursday 18th September	Year 10	Wednesday 3rd December
Year 10	Thursday 2nd October	Year 11	Thursday 22nd January
Year 9	Thursday 9th October	Year 9	Thursday 5th February
Year 8	Wednesday 15th October	Year 13	Tuesday 10th February
Year 13	Wednesday 22nd October	Year 7	Wednesday 11th March
		Year 8	Thursday 30th April

 [Year 10 Info Evening 2025](#)  

 [Year 11 Info Evening 2025](#)  

 [Year 9 Info Evening 2025](#)  

Learning

- Curriculum Overview
- KS4 Options
- Assessment for Learning
- Verulam Learning
- Equipped for Learning
- Literacy and Reading
- Exams
- Curriculum Enrichment Days
- Parents' Information Evenings**
- Personal Development
- Useful Links
- Year 11 Revision Microsite

Look to the future...

- Create a goal and work towards achieving that goal.
- To have choices and be able to achieve their ambitions.
- To enjoy learning and enjoy school life.

