



## Teaching and Learning Newsletter for Year 9

### Welcome

Dear Parents and Carers,

Welcome to our third edition of the Teaching and Learning Newsletter and the 2nd half of the Spring Term. I hope you have found the previous editions useful in terms of keeping informed of what your child is learning, how they are learning and how you can best support. The focus for this edition is Independent Learning. We are keen for our students to be independent learners that are in charge of their own learning. Of course, this does not mean that they are left on their own but rather work in partnership with their teachers to develop skills of organisation, self-evaluation, resilience and resourcefulness. This is not an exhaustive list but merely a starting point on our journey together. In particular this term, we have been working with the students and teachers on Flipped Learning which is where students prepare for the lesson in advance by building up their knowledge of the topic which then allows dynamic, challenging and engaging activities to take place in lesson time so as to take the learning deeper. In addition to this, Home Learning is continuing to develop so as to give students more choice of home tasks which will be more tailored to their current level of ability and progress. This will be more prevalent higher up the school but I expect it to be evident across all years. As always, I would be interested to hear your comments and views on how your son/daughter is finding this. I do hope you enjoy the following pages and find them useful in helping to support your child over the next 6 weeks or so.

Ian Henry  
Assistant Headteacher.  
[ihenry@st-edwards.poole.sch.uk](mailto:ihenry@st-edwards.poole.sch.uk)

### From your Year Leader

I would like to take this opportunity to thank you for your support in the past half term as Year 9 have gone through the process of making the pathway choices. If you do have any concerns please do contact your child's tutor who will be happy to help.

Over the next term teachers at St Edward's will be focusing on developing and embedding to independent learning and flipped learning. A "flipped classroom" switches around the traditional order of teaching with the purpose of creating more in depth and challenging learning activities in the classroom - allowing the students to access the teacher when they need support with the most challenging tasks.

Mr Kemish  
Year Leader

Subject	Topic Title	Main Assessment Task	Opportunities to learn away from the lesson.
PE	Volleyball, Basketball, Leadership	Students are assessed every 4 weeks in the sport that they are currently doing	Netball: Monday lunch, Tuesday after school Boys football, Tuesdays after school and Girls football on Wednesdays Badminton, Tuesdays after school Basketball, Wednesdays Volleyball on Thursdays
Music	Pop Music or Dance Music	Ensemble performance or Dance Composition using music technology	Rehearse individual part in a practice room at break/lunch. Listen to a wide range of pop/dance music and how each element of music is used.
Art	Identity	Work inspired by Peter Blake based on your interests and hobbies	Produce a further square to add to your final piece work
Drama	Macbeth	<b>Create</b> a convincing/ sustained character. <b>Develop</b> knowledge semiotics. <b>Evaluate</b> the full process of page to stage.	Selected use of television

PSHE	<p>Making healthy choices and getting good quality advice. Options and career planning (see link below) Relationships in all their forms. The importance of a positive relationship with yourself. Negative relationships. Making healthy choices. Body image. (See link below) Mental health including self-harm, eating disorders and grief.</p> <p>A document designed for parents to support them in encouraging positive body image.  <a href="http://mediasmart.uk.com/application/files/7314/9676/3356/Media_Smart_A_Guide_for_Parents_and_Guardians_Body_Image_and_Advertising_v2.pdf?dm_i=1PLJ,5H2NC,OUZBJA,L7PG8,1">http://mediasmart.uk.com/application/files/7314/9676/3356/Media_Smart_A_Guide_for_Parents_and_Guardians_Body_Image_and_Advertising_v2.pdf?dm_i=1PLJ,5H2NC,OUZBJA,L7PG8,1</a></p>
------	--

Subject	Topic Title	Main Assessment Task
MFL	French: My holidays German: My childhood	Unit assessment in listening and speaking
RE	What is it like to be a Sikh?	Formal assessment with use of Flipped learning H/W tasks
English	Macbeth (in preparation for GCSE as this will be one of their set texts)	A GCSE style essay question on the character of Macbeth
Geography	Geography of crime	Designing a safer neighbourhood. Examination style short answer type questions on topics so far
History	Britain and the First World War	British mobilisation on the home front was significant in securing success in the First World War'. How far do you agree?
Textiles	Fashion and People	Design and making of final product
Graphics	Bespoke Steam Punk Clock	Design and making of final product
Food and Nutrition	Teen Meals	Putting a meal together in a healthy way
Graphics	Architecture – Beach Hut Project	Interior design and manufacture of beach hut

## Science

Students progress to GCSE topics after February half term. The first topics to be completed are; B1 cell biology, C1 The periodic table and P1 energy. Students will be issued with a revision guide that covers the entire content of GCSE Combined Science and this will be on loan throughout the course until the end of Year 11. The revision guide will be a useful tool to prepare for lessons, support home learning and test preparation and for regular review of topics covered throughout the course. The last point will be vital as the exams can only be sat at the end of Year 11 and there is no coursework component.

Students will be given pre-topic independent learning tasks to prepare for the GCSE content in lessons. This will include finding the definitions to key words, developing knowledge of key concepts and attempting questions to learn by application. Students can also use their revision guides for independent learning as they can complete the questions at the bottom of each page and check these against the answers supplied in the back of the books.

## Maths

This term students will be exploring ratio and proportion, basic probability and equations. Topic tests are continuing throughout the year which aim to identify strengths and weaknesses for each student. This will be informed through a Diagnostic sheet. Year 9 will also be sitting an Easter assessment to monitor progress made on all topics that have been studied this academic year.

## Computing

Year 9 Computing is part of the tech rotation of subjects to allow the students to gain some mastery over the topics. With each rotation lasting approximately a half term, we focus much of it on learning to code since this critical skill is likely to play a part in many future careers. We teach some basic Python to the students to allow them to develop a coding awareness and aim for them to be able to write simple programs for actual practical problems. Python is a text-based coding language used in many industries and yet, at a basic level, is a good starting language.

Outside of the classroom, we encourage students to experiment with the code that we have looked at. Those at home who have a PC or mac can download the Python developing environment for free, it's called IDLE. Alternatively, there are some good websites for students to experiment using a web based version of the language. It can be infuriating to learn since it is so sensitive to errors but is also hugely rewarding when it works out. There are lots of excellent coding sites out there, but students can also take their knowledge and use it to program a micro-bit.

Website to practice Python: [repl.it](https://repl.it) (find the option for Python 3)

<https://www.codecademy.com/>

[microbit.org](https://microbit.org)

For further updates please find us on:



@stedwardspoole



@stedwardspoole