

Welcome

Year 9 Success Evening

September 2026



Aims:

- To know the key events and dates for the year ahead
- To understand the different elements of our curriculum, breadth and depth
- Understand the curriculum coverage for core subjects
- To be familiar with the learning platforms and resources available
- To know who to contact for support

**LINCROFT
ACADEMY
CLASS OF
2029**



Community



Aspiration



Respect



Excellence



At Lincroft Academy, we



Community



Aspiration



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Excellence



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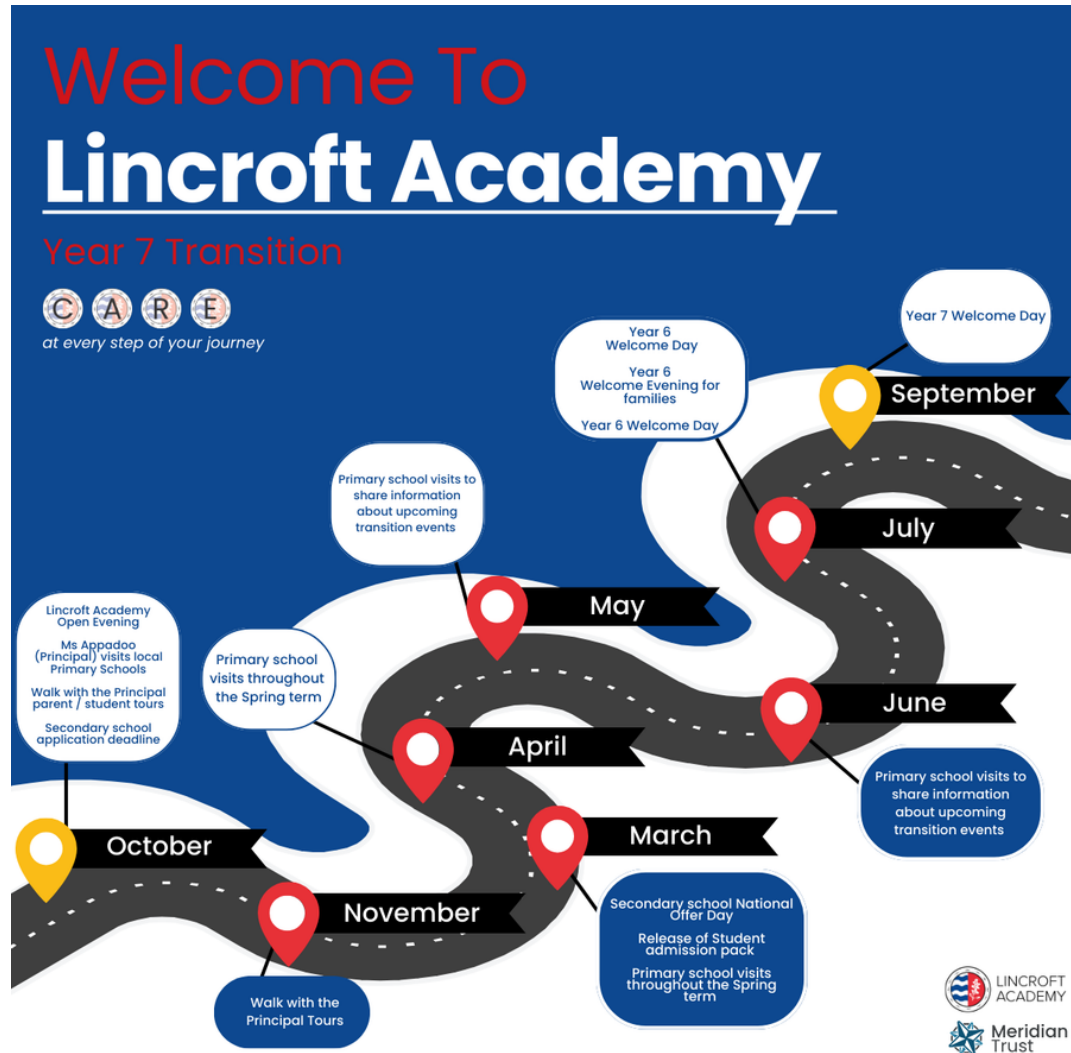
Respect



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Then....



Now....

LINCROFT ACADEMY CLASS OF 2029



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LINCROFT EQUIPMENT LIST 2026-2027

The following items are essential and students should bring them to school everyday. **All items including the school bag and pencil case should be named!**

TICK HERE

- ☐ A strong waterproof bag that is large enough to carry everything you need for the day
- ☐ Student Planner (provided by the school – cost for a replacement)
- ☐ Pencil case (wipe clean if possible)
- ☐ Blue or black handwriting pens (at least x2)
- ☐ Purple pens for self-marking
- ☐ Highlighter pens
- ☐ White board pen
- ☐ Pencils x2 including a B or 2B pencil for Art
- ☐ A set of coloring pencils
- ☐ A rubber
- ☐ 360 degree protractor
- ☐ A 30cm Ruler
- ☐ A glue stick
- ☐ Scientific calculator (Casio FX – Model preferred)
- ☐ All students should have a reading book on a daily basis
- ☐ A hair tie for practical work/ lessons
- ☐ **Food Technology:** apron, ingredients, relevant dishes/ containers to transport
- ☐ **Food Technology:** recipe book (supplied by the school each year and relative to the year group).
- ☐ Bus Pass (If you travel by bus, you must carry your bus pass with you every day. If you forget your bus pass you can get a temporary pass from Reception).

Ready To Learn



R

Register promptly and silently in seating plan



E

Equipment ready, bags and coats away



A

Answer the Do Now independently



D

Demonstrate CARE



Y

You are ready to learn



The Academy Day & Term Dates

For key information about key school events and dates including parent consultations and more, please view our [Lincroft Academy Calendar](#)

Term dates 2026- 2027



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The Class of 2024

Record-breaking GCSE results for students at Lincroft Academy
(bedfordtoday.co.uk)

Bedford Today

Education

Record-breaking GCSE results for students at Lincroft Academy

By Clare Burnell

Contributor



Comment

Published 22nd Aug 2024, 14:38 BST



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The Class of 2025



Education

Students at Lincroft Academy celebrate excellent GCSE results

By Rosie Sly Contributor



Published 21st Aug 2025, 14:11 BST | Updated 21st Aug 2025, 14:16 BST



Lincroft Academy GCSE results - Matthew Price

Lincroft Academy was filled with pride this morning as Year 11 students collected a fantastic set of GCSE results.

Across a wide range of subjects, many surpassed their target grades – an achievement that reflects not only their talent, but months of dedication and determination.



Students at
Lincroft
Academy
celebrate
excellent GCSE
results



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The Class of 2026

Excellent GCSE results
showcase Lincroft Academy's
continued progress and
success



Your World

Excellent GCSE results showcase Lincroft Academy's continued progress and success

By Rosie Sly Contributor

Published 20th Aug 2026, 14:14 BST



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Bedford is one of the most diverse and fastest growing areas in the UK. Our curriculum reflects and benefits from that dynamism and diversity through its breadth, ambition and focus upon personal development and student experience. At Lincroft Academy, we **care** that every child is known, valued and supported to be the best they can be. We empower our students to become both successful learners and confident, respectful, employable citizens.

- Our ambitious, broad and inclusive **five-year curriculum** instils powerful knowledge, skills and rich personal development to nurture the whole child. Students have access to a range of subjects that provide depth of opportunity for learning and meet the diverse local skills needs.
- We draw on the best collaborative curriculum plans and resources from across Meridian Trust and adapt to **meet the specific needs** of our context.
- We invest both curriculum and pastoral time into **PSHE and Personal Development and extend the boundaries** beyond the classroom through trips, visits, events.
- Our House system places students at the centre, fostering belonging, positive relationships and close support. Through **student leadership and feedback** structures, we give our students a voice which helps shape our community.
- Our comprehensive **five-year CEIAG pathway** nurtures aspiration and prepares students for life in and beyond Lincroft Academy.
- Our **PLEDGES** frame the breadth of opportunity at Lincroft as an enactment of our belief that curriculum is much more than the range of subjects taught during the school day.
- Our curriculum is structured, sequenced and delivered in a way that enables **achievement for all students**, regardless of starting point, individual needs or background.

Lincroft Academy is a fully comprehensive, high-quality learning environment, with inclusion at the heart. We take great **care** in the pursuit of excellence to match our curriculum to the needs and aspirations of every student in our community.



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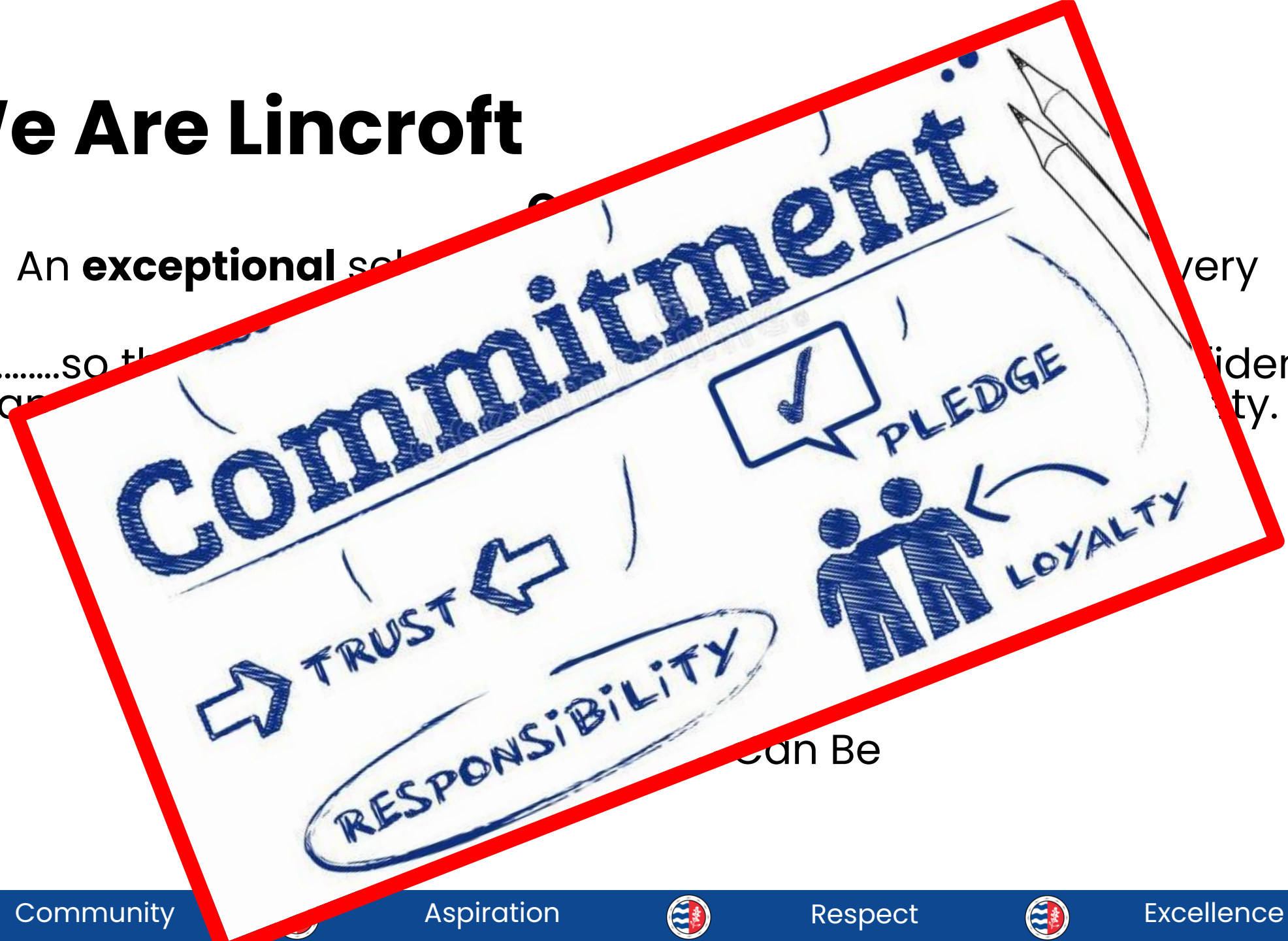
We Are Lincroft

An **exceptional** school

very

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an

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can Be



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Pastoral CARE at Lincroft Academy

Every Child Is Known, Valued & Supported



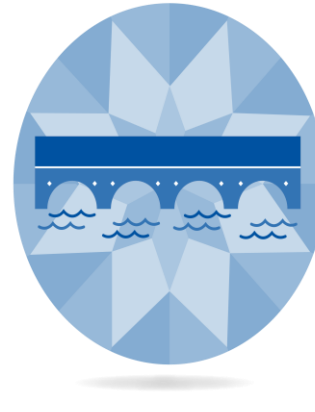
Amethyst
House



Emerald
House



Sunstone
House



Topaz
House



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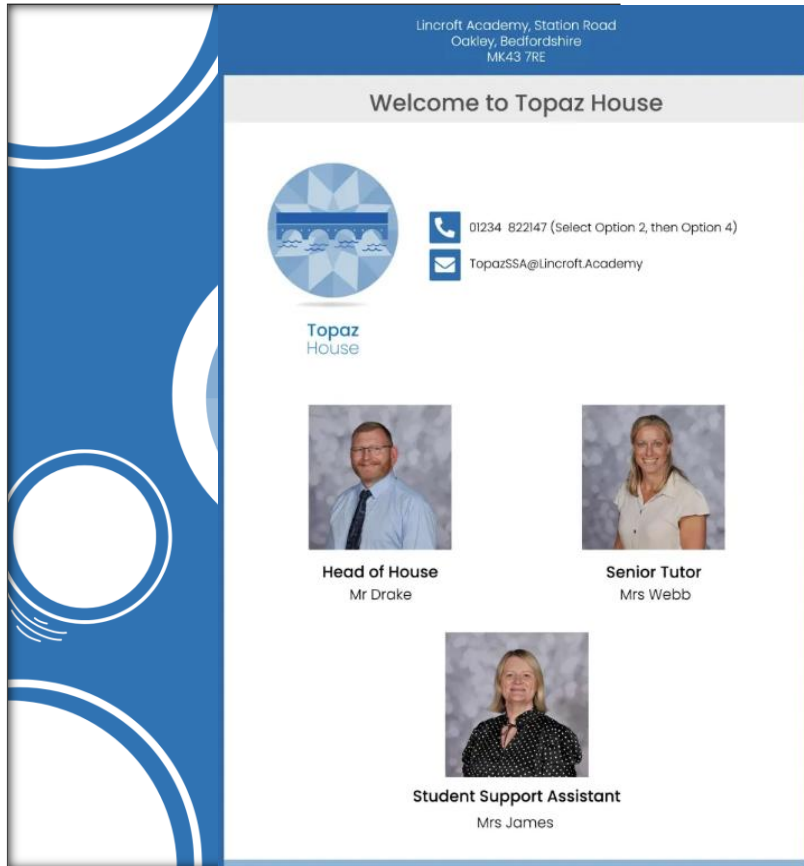
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Working In Partnership



- Form Tutor– tutor first interventions
- House Team– point of contact
- Inclusion Support Assistants– wellbeing
- Targeted interventions
- Trained school counsellor
- 5 pillars of inclusion
- Academic mentoring
- Vertical tutoring
- Student council



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LINCROFT
ACADEMY

MENTAL HEALTH & WELLBEING SUPPORT

We **CARE** about you

How we support you –
the right support for the right child
at the right time.

We're here
for you,
every step
of the way.



**TIER
4**

EXTERNAL & SPECIALIST SUPPORT

For complex or
high-risk needs



CAMHS
(Child & Adolescent
Mental Health
Services)



Early
Help



Educational
Psychology



Social Care
(as appropriate)



Multi-agency
meetings



Safeguarding
& risk plans

**TIER
3**

SPECIALIST IN-SCHOOL SUPPORT

For ongoing or
therapeutic needs



Individual
ELSA
programmes



School CAHMS
(where
appropriate)



Mental Health
Lead
oversight



Individual
support
plans

**TIER
2**

TARGETED EARLY HELP

For emerging needs



School
Counsellor



Head of House &
Pastoral
check-ins



Targeted /
short-term
ELSA



Anxiety &
emotional
regulation support



Safe /
time-out
spaces

**TIER
1**

SUPPORT FOR ALL STUDENTS

Every student,
every day



Daily tutor
check-ins



Trusted
relationships
with staff



House Office &
Pastoral Team
access



Lifeskills
(PSHE & wellbeing
curriculum)



Clear routines &
safeguarding culture
e.g. CALM corridors
& SOAP



Therapeutic Thinking –
rewards &
behaviour policy

SUPPORT IS ALWAYS AVAILABLE – WE WANT EVERY STUDENT TO FEEL KNOWN, VALUED AND SUPPORTED.

WAYS TO
SPEAK TO
SOMEONE



TALK TO
A TRUSTED
ADULT
Any member of
staff



VISIT YOUR
HOUSE OFFICE
We're here
to listen



EMAIL US
worried@lincroft



USE SAFE SPACES
A quiet place if you
need a break



ASK A FRIEND
and get support
together

OUR SCHOOL VALUES



COMMUNITY



ASPIRATION



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If you are struggling or need someone to talk to,



You matter. We're here for you.

Safeguarding at Lincroft Academy

- Our Safeguarding Team
- worried@lincroft.academy
- Website

Feeling worried or anxious?

We encourage students and families to share concerns, however small they may seem.

Designated Safeguarding Staff



Mrs Attreed
Designated
Safeguarding Lead
Vice Principal



Mrs Byrne
Deputy Designated
Safeguarding Lead



Ms Appadoo
Principal



Mr Lewis
Assistant Principal



Mr Drake
Assistant Principal



Mr Davis
Assistant Principal



Miss Stoodley
Assistant Principal



Miss Magill
Senior Tutor



Mrs Webb
Senior Tutor



Miss Oswick
Senior Tutor



Miss Anning
Senior Tutor



Miss Reed
Student Support
Assistant



Mrs Holliss
Student Support
Assistant



Miss Lloyd
Student Support
Assistant



Miss Stears
Student Support
Assistant



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We

about
ATTENDANCE
Every day at school matters



Community



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Ready to Learn & on time, every time

Ready To Learn (Students)

- R**egister promptly and silently in seating plan
- E**quipment ready
- A**nswer the Do Now independently
- D**emonstrate CARE
- Y**ou are ready to learn



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4.3 The link between absence and attainment at KS4

For pupils at the end of KS4 in 2022/23, as the 5% band of attendance during Year 11 increases the proportion of pupils achieving GCSE Maths and English Grade 5 increases as shown in Figure 6. Over the entire cohort, pupils with 95-100% attendance were 1.6 times more likely to achieve the expected outcome in reading, writing and maths than

23

pupils with 90-95% attendance and 2.4 times more likely than pupils with 85-90% attendance. Due to low numbers of pupils in the low attendance bandings they are aggregated into a single <50% attendance band for subsequent analysis.

Attendance Band 2

95-100%	0.04	0.07	0.08	0.09	0.10	0.12	0.16	0.21	0.33	0.53	1
90-95%	0.08	0.13	0.15	0.17	0.19	0.22	0.31	0.40	0.62	1	1.9
85-90%	0.13	0.21	0.25	0.27	0.30	0.36	0.49	0.64	1	1.6	3.0
90-85%	0.20	0.33	0.39	0.43	0.47	0.56	0.77	1	1.6	2.5	4.8
80-85%	0.26	0.42	0.50	0.55	0.61	0.73	1	1.3	2.0	3.3	6.2
75-80%	0.36	0.58	0.69	0.76	0.84	1	1.4	1.8	2.8	4.5	8.5
65-70%	0.43	0.69	0.82	0.90	1	1.2	1.6	2.1	3.3	5.3	10.1
60-65%	0.48	0.76	0.91	1	1.1	1.3	1.8	2.6	3.7	5.9	11.2
55-60%	0.53	0.84	1	1.1	1.2	1.5	2.0	2.6	4.1	6.5	12.3
50-55%	0.63	1	1.2	1.3	1.5	1.7	2.4	3.1	4.8	7.7	14.7
50%	1	1.6	1.9	2.1	2.3	2.8	3.8	4.9	7.7	12.3	23.3
<50%											

Attendance Band 1

Department
for Education

The link between attendance and attainment in an assessment year

Research Report
March 2025

The long-term impact on earnings

Missing school doesn't just affect exam results and a child's time in education – it can impact future earnings too.

Persistently absent pupils in secondary school could earn £10,000 less at age 28 compared to pupils with near-perfect attendance.

For each additional day of absence between Years 7 to 11, the typical pupil could miss out on an average of £750 in future lifetime earnings.

Pupils who attend 95-100% of the time are 1.9x more likely to achieve Maths and English GCSE Grade 5 than pupils who attend 90-95% of the time. Pupils who attend 90-95% of the possible sessions are 1.6x more likely to achieve the outcome than pupils who attend 85-90% of the time

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What about **95%**?

1/4 of a **year**
absent

throughout your Lincroft career!



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Qualities And Experiences PLEDGES

An award system which offers students a range of character-building opportunities that enhance their learning and development.

The PLEDGES system aims to encourage and support many important qualities in students such as leadership, citizenship, moral purpose, sense of community and collective responsibility. PLEDGES can be achieved through subject based PLEDGES, activities undertaken outside of school and extra-curricular undertaken inside school.



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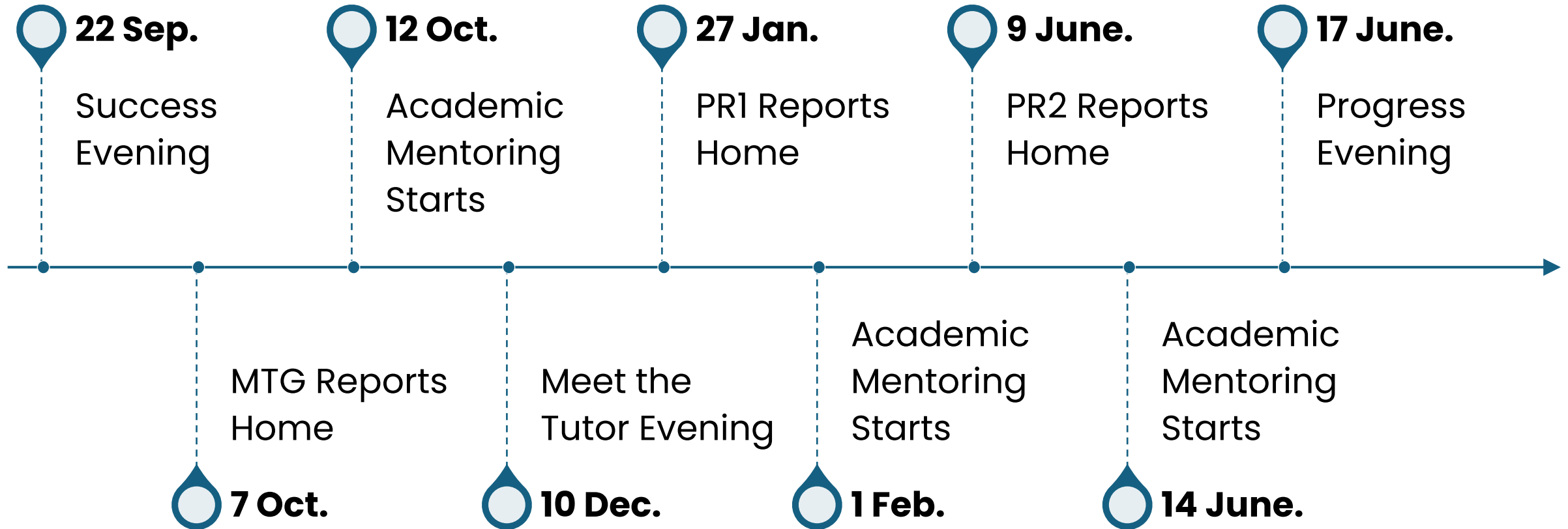
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Key Dates:



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Name :
Tutor Group :
Tutor :
House :

Attendance				Behaviour			
Attendance:	96.43%	Unauthorised Absences:	0%	CARE Credits:	217	Behaviour Points:	0

PLEDGES Awards							PLEDGES AWARD
Participation	Leadership	Excellence	Diversity	Giving	Environment	Service	
Bronze	Silver	Silver	Bronze	Bronze	Bronze	Bronze	Bronze

Subject	Teacher	MTG
English Language	Miss H Burke	6
English Literature	Miss H Burke	6
Maths	Ms F Begum	6
Biology	Miss M Aliyu	6
Business Studies	Mr C Drake	6
Geography	Mrs A Campion	6
Physical Education*	Mr R Edwards *	6
Sociology	Miss M Aliyu	6

Glossary : MTG – Minimum Target Grade Please see overleaf for a more detailed explanation of grades. Your child's form tutor will be arranging a one to one interview with your child in the next two weeks, to discuss this report and will contact you with an overview of that discussion. If you do not hear from them please email them and copy in the House office.

*Grades will only show for PE for those taking the GCSE course



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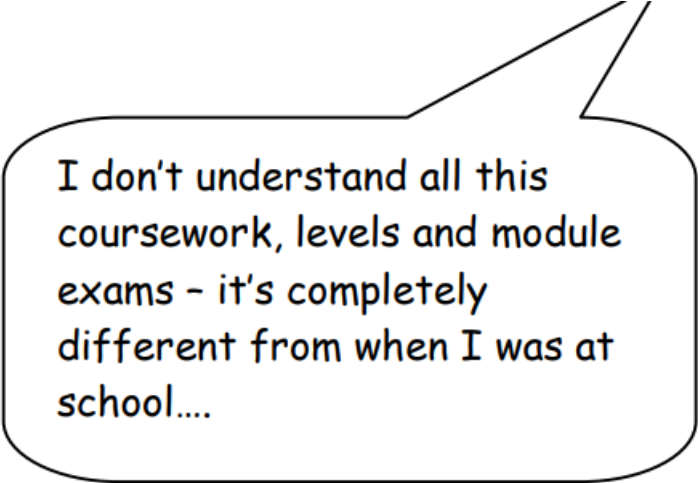


New Academic Demands

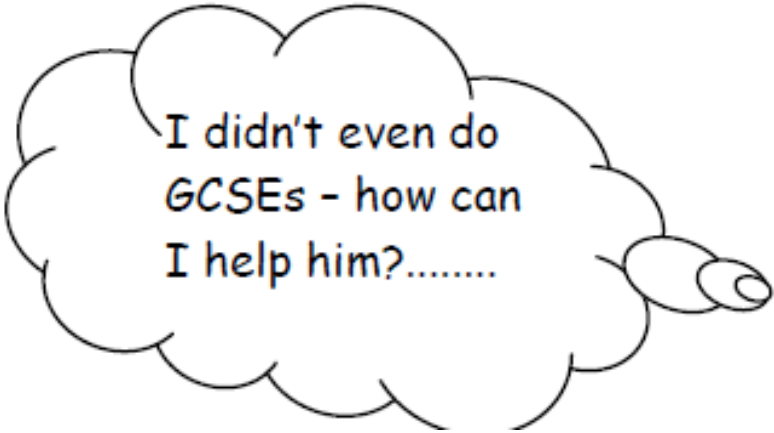
- Being more self-motivated and taking more responsibility for their own learning.
- Asking when they do not understand.
- Developing their abilities to overcome frustrations and strategies for persisting when they are learning material that they find challenging.
- Organising themselves, notes, handouts and information for different subjects, and different topics within these.
- Completing more work at home, independently.
- Understanding the exam structure and the relative importance of each piece of work to their final grade.
- Planning and carrying out their revision.
- Perfecting their 'exam technique'



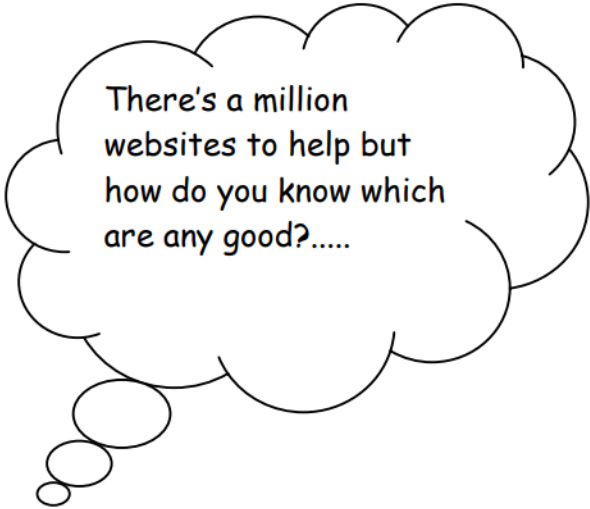
How to help at home



I don't understand all this coursework, levels and module exams - it's completely different from when I was at school....



I didn't even do GCSEs - how can I help him?.....



There's a million websites to help but how do you know which are any good?.....

Sounding board and adviser – helping your child to break tasks down so that they are manageable, keeping an eye on progress and celebrating achievements. Agreeing the rules for homework or revision, helping them to make a realistic timetable, balancing work against the 'fun stuff' and revising the plans as necessary.



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Home Learning

- Home Learning is an important part of improving independence and resilience
- Tests true understanding of a topic area
- Improves time management and organisational skills
- Enhances knowledge retention
- Develops study habits that are essential for GCSE and beyond

*From a sample of students, those who regularly completed SPARX homework throughout Year 11 increased in their score in mock 2 from mock 1 by **5x the amount** of those who didn't regularly complete SPARX.*



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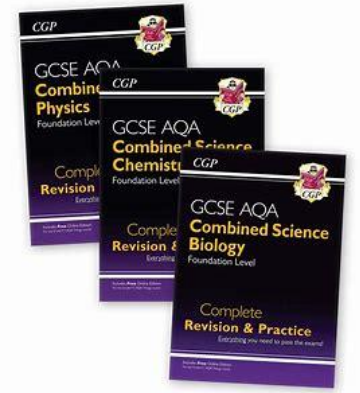


Excellence



Revision Guides

- Recommended revision guides available to order through the school
- Departments have some samples to look through today if you are interested
- Available on MCAS by the end of the week
- Deadline is 2 weeks (9/10) for any orders



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Careers Education, Information and Guidance (CEIAG)



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Networking Breakfasts – Career themed events linked to curriculum subjects where students can opt in depending on their interest.



Unifrog – Career lessons within Life Skills. Students are encouraged to use at home to research next-steps options, careers, labour market information, further study options.



Career related assemblies with NHS, RAF, local employers – gives students the awareness of options available to them within the services/businesses including apprenticeships



Careers 1 to 1s available and drop ins to ask any questions or via e mail
jripley@lincroft.academy



Academic mentoring may highlight students wishing to have or who would benefit from having a 1 to 1 appointment



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Your child's future starts here

Meridian Career Pathways will give you everything you need to get inspired, spark conversations and support your child with planning their future career.



Year 6-7



Year 8-9



Year 10-11



Year 12-13

Meridian Trust website [Meridian Pathways](https://meridiantrust.co.uk)
(meridiantrust.co.uk)



Mathematics

lalder@lincroft.academy

Subject Content

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

Problem Solving



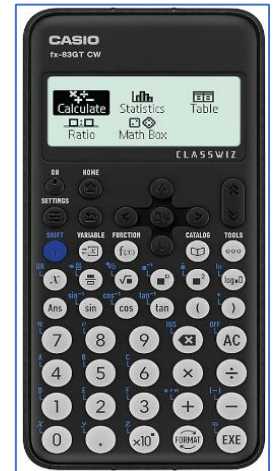
- Paper 1 – Non-calculator
- Paper 2 – Calculator
- Paper 3 – Calculator

Foundation or Higher Tier

AQA Level 2 Further Maths Pathway (selected students, not delivered until Y10)

- Paper 1 – Non-calculator
- Paper 2 – Calculator

Casio FX-83GTCW



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Mathematics Subject Content – Year 9

Autumn Term

1. Indices
2. Circles
3. Proportion
4. Charts and Graphs
5. Constructions and Loci
6. Volume
7. Transformations

Spring Term

8. Expanding double brackets
9. Solving equations
10. Scatter graphs
11. Angle properties
12. Backwards percentages
13. Similarity
14. Congruence

Summer Term

15. Rearranging formula
16. Pythagoras
17. Linear Graphs
18. Averages and Sampling
19. Probability

		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7
Year 9 (New)	Aut	Indices		Circles			Proportion		Charts and Graphs 1	Tier Students	Charts and Graphs 1	Constructions and Loci		Volume	Revision	Transformations
	Spr	Expanding double brackets			Further solving equations	Scatter graphs	Angle properties				Angle Properties	Backward Percentages	Similarity	Congruence		
	Sum	Revision	Rearranging formulae	Pythagoras' Theorem		Linear Graphs 2					Averages and sampling		Revision	Mid Term 3	Advanced Probability	
		Mid Term 2														



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Sparx Maths

Thursday after school
Sparx Support – 01.10

What is Sparx?

An online learning platform that creates **personalised maths homework** for students

We believe the **best way to learn maths is to do maths** and Sparx is a fantastic tool to support this and long-term memory of key concepts.

Sparx supports students in building a solid foundation in maths at the correct level for them.

How can you help at home?

Encourage them to tackle it on their own

Guide them to use the support videos

Suggest they start early to give plenty of time for help if they need it



Teachers select topics that have been taught in class.



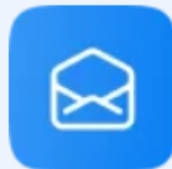
Sparx Maths builds a personalised set of questions.



Students complete their homework online.



Teachers monitor homework so they can motivate and support students.



Parents can monitor homework using Parent Portal and receive an email before homework is due.



Teachers receive powerful insights each week.



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CARE to Read

COMMUNITY

We use the experience of reading to bring us together.

ASPIRATION

We place reading at the heart of our curriculum to support our students in achieving their goals and aspirations.

RESPECT

We enable our students to read a diverse range of texts to promote respect for others.

EXCELLENCE

We recognise that excellent readers are often more prepared to tackle complex subjects, articulate their ideas clearly, and perform well in assessments.



WE CARE ABOUT READING



We employ evidence-based strategies such as modelled reading, explicit vocabulary instruction, and dual coding to support our students with their reading every day.



We follow the Meridian Trust Reading Charter in our aim for every young person to leave our school as a skilled reader.



We provide high-quality literacy interventions and whole-school practices for our students who struggle with their reading.



We deliver the Powerful Words 5-year programme to our tutees weekly, teaching them a range of Tier 2 words from Coxhead's 'Academic Word List'.

We welcome all students every day to our school library, a communal space to share the experience of reading together.

Set every Friday and due by Thursday during term time

300 SRP per week

Support available

Sparx Reader

446 SRP ★ Hannah Bu

Home

Library

Leaderboard

AB Vocab

★ Gold Reader

Set texts



A Christmas Carol

Charles Dickens, Laura Kerslake

This is the story of a lonely and bitter man, Ebenezer Scrooge, who learns to change his ways when he is visited by three ghosts.

The Ghosts of Christmas Past, Present, and Yet-to-Come show Scrooge what he is missing out on, and what will happen to him if he doesn't change his ways.

This is a Sparx Easy Reader which tells the story in simpler language while keeping important...

Your Difficulty Rating: 😊 About right

Swap this book >

6%

Continue Reading >



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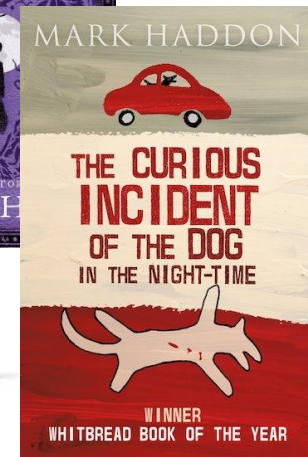
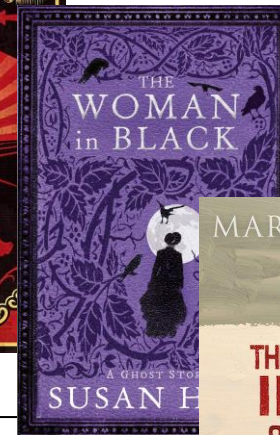
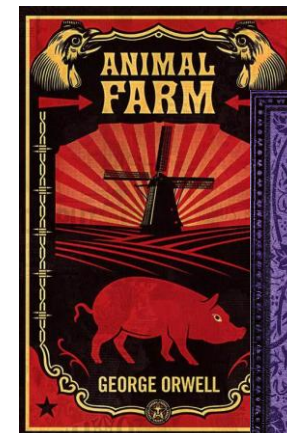


Excellence



English in Year 9

- Builds on knowledge and skills of Year 8
- Builds towards Years 10 and 11



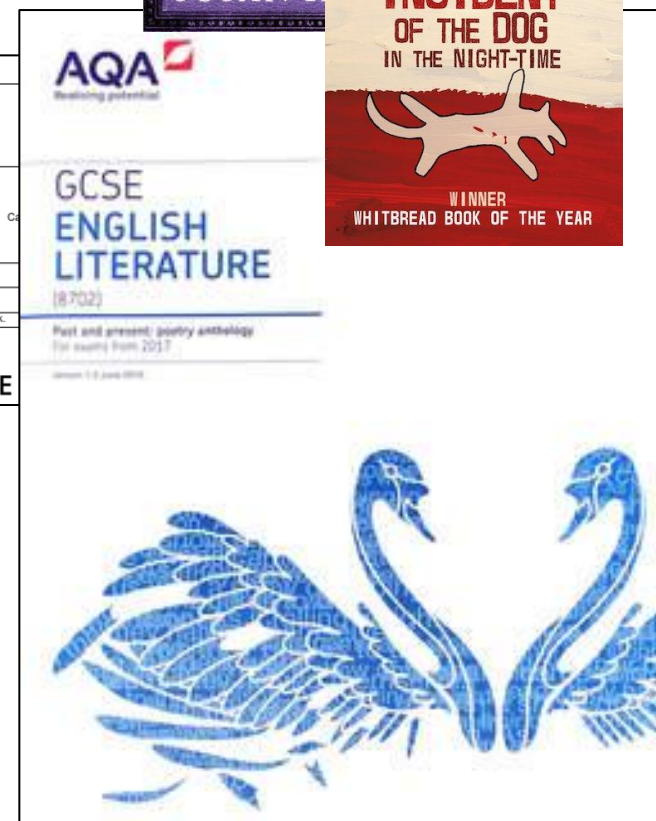
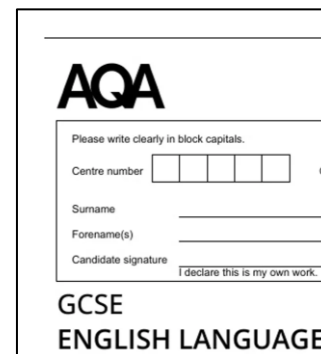
Two GCSEs, with overlapping knowledge and skills:

English Language

- responding to an unseen text;
- independent writing.

English Literature

- responding to known texts;
- engaging with the writer's ideas;
- analysis of language/structure.



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AQA English Language GCSE

AQA
GCSE
ENGLISH LANGUAGE
Paper 1 Explorations in creative reading and writing

Insert

The source is
Source A:

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname
Forename(s)
Candidate signature

**GCSE
ENGLISH LANGUAGE**
Paper 2 Writers' viewpoints and perspectives
Monday 12 June 2023 Morning Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:
• Source A and Source B - provided as a separate insert.

Instructions
• Answer all questions.
• Use black ink or black ball-point pen.
• Fill in the boxes at the top of this page.
• You must answer the questions in the spaces provided.
• Do not write outside the box around each page or on blank pages.
• If you need extra space for your answers, use the lined pages at the end of this book. Write the question number against your answer(s).
• Do all rough work in this book. Cross through any work you do not want to be marked.
• You must refer to the insert booklet provided.
• You must not use a dictionary.

Information
• The marks for questions are shown in brackets.
• The maximum mark for this paper is 80.
• There are 40 marks for Section A and 40 marks for Section B.
• You are reminded of the need for good English and clear presentation in your answers.
• You will be assessed on the quality of your reading in Section A.
• You will be assessed on the quality of your writing in Section B.

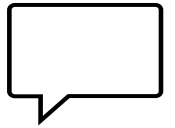
Advice
• You are advised to spend about 15 minutes reading through the sources and all five questions you have to answer.
• You are advised to plan your answer to Question 5 before you start to write.
• You should make sure you have sufficient time to check your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	

Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing	+	Paper 2: Writers' Viewpoints and Perspectives	+	Non-examination Assessment: Spoken Language
What's assessed Section A: Reading - one literature fiction text Section B: Writing - descriptive or narrative writing		What's assessed Section A: Reading - one non-fiction text and one literary non-fiction text Section B: Writing - writing to present a viewpoint		What's assessed (AO7-AO9) - presenting - responding to questions and feedback - use of Standard English
Assessed - written exam: 1 hour 45 minutes 80 marks 50% of GCSE		Assessed - written exam: 1 hour 45 minutes 80 marks 50% of GCSE		Assessed - teacher set throughout course - marked by teacher - separate endorsement (0% weighting of GCSE)



Prep
Summer
Year 9
↓
Perform
Autumn
Year 10



Community



Aspiration



Respect

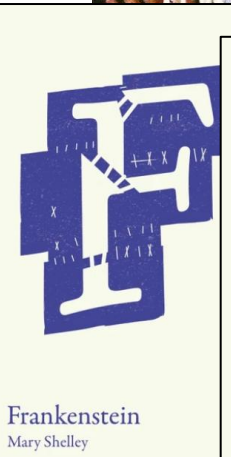
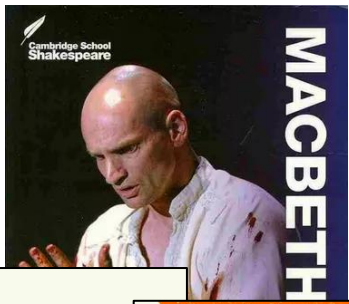


Excellence



AQA English Literature GCSE

Year 10



Assessments

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- [Shakespeare](#)
- [The 19th-century novel](#)

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Paper 2: Modern texts and poetry

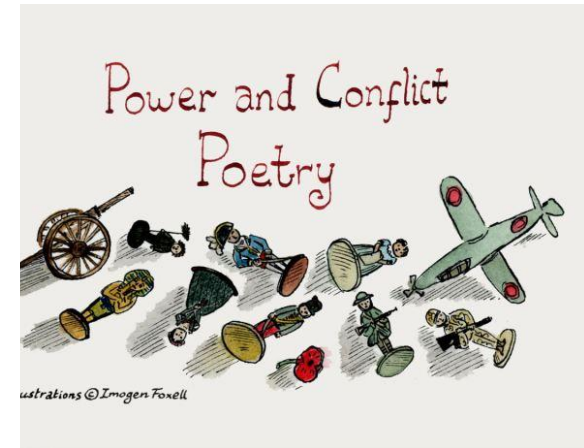
What's assessed

- [Modern texts](#)
- [Poetry](#)
- [Unseen poetry](#)

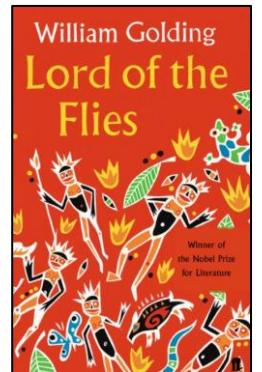
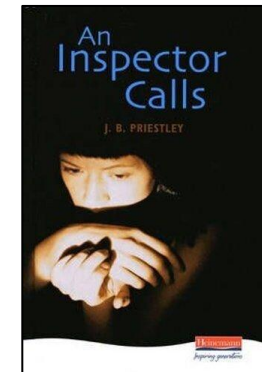
How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Year 9 Poetry



Year 11



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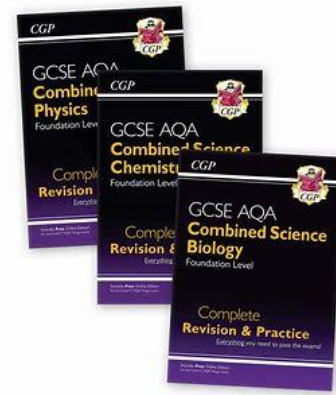
Respect



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Science



Pathways

- Combined or separate sciences
- All students begin on the separate science pathway
- Recommendation of continuation or moving to combined pathway at the end of Y9
- Based on performance in assessments and in class
- Y9 content is common to both pathways

Examinations

Combined Science (Double Science)

- Six 1 hr 15 min exams
- Two for each science discipline
- Each discipline has a paper 1 and a paper 2
- A double grade is awarded (2 GCSEs)

Separate Sciences (Triple Science)

- Three separate courses
- Each course has two papers of 1 hr 45 mins each
- Total of six exams
- Three GCSEs are awarded



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Science Subject Content



Biology

- 1. Cell biology**
- 2. Organisation**
- 3. Infection and response**
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

- 1. Atoms and periodic table**
- 2. Bonding, structure, and the properties of matter**
3. Quantitative chemistry
- 4. Chemical changes**
5. Energy changes
6. Chemical changes
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using Earth's resources

Physics

- 1. Energy**
2. Electricity
- 3. Particle model of matter**
- 4. Atomic structure**
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics (*separate only*)



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Science



Lessons

- 9 lessons a fortnight
- Lessons typically split between two teachers who share the Biology, Chemistry and Physics content
- Curriculum is spiral in nature and revisits KS3 content adding in new detail and further information
- Mixture of content, maths skills, practical work and data analysis/interpretation

Y9 Science 2026-2027								
Autumn Term (Tuesday 1st September – Friday 18th December)								
			Teacher A (5)	Teacher B (4)	Assessments & Meridian Science Events		Lincroft Calendar	
Sept	A	01-Sep	P1a Energy	B1 Cells			INSET 1st & 2nd Sept	
	B	07-Sep						
	A	14-Sep						
	B	21-Sep						
	A	28-Sep					9MTG	
Oct	B	05-Oct	C1 Atoms		Physics Test 1			
	A	12-Oct						
	B	19-Oct					INSET 23rd Oct	
Half Term Holiday (Monday 26th October - Friday 30th October)								
Nov	A	02-Nov	C1 Atoms	B1 Cells			INSET 2nd Nov	
	B	09-Nov						
	A	16-Nov			Biology Test 1			
	B	23-Nov				INSET 27th Nov		
	A	30-Nov			Chemistry Test 1			
Dec	B	07-Dec	C2 Bonding	P3 Particle Model				
	A	14-Dec						
Winter Holiday (Monday 21st December - Friday 1st January)								
Spring Term (Monday 4th January – Thursday 25th March)								
Jan	B	04-Jan	C2 Bonding	P3 Particle Model	9PR1 - 9SUM1 Data Due		INSET 4th Jan	
	A	11-Jan						
	B	18-Jan					9PR1	
	A	25-Jan				Chemistry Test 2		
Feb	B	01-Feb	P4 Atomic Structure	B2 Organisation			INSET 5th Feb	
	A	08-Feb						
Half Term Holiday (Monday 15th February – Friday 19th February)								
Feb	B	22-Feb	P4 Atomic Structure	B2 Organisation				
	A	01-Mar				Physics Test 2		
March	B	08-Mar	C4a Metals and Acids	B2 Organisation				
	A	15-Mar						
	B	22-Mar						
Spring Holiday (Friday 26th March - Friday 9th April)								
Summer Term (Monday 12th April - Wednesday 21st July)								
April	A	12-Apr	C4a Metals and Acids	B2 Organisation				
	B	19-Apr				Biology Test 2		
	A	26-Apr						
May	B	03-May	C4b Electrolysis	P1b Energy			BANK HOLIDAY 3rd May	
	A	10-May			9PR2 - 9SUM2 Data Due			
	B	17-May						
	A	24-May					9SUM2	
Half Term Holiday (Monday 31st May - Friday 4th June)								
June	B	07-Jun	C4b Electrolysis	P1b Energy	Chemistry Test 3	Physics Test 3		
	A	14-Jun					Progress Evening 17th June	
	B	21-Jun		B3 Infection and Response	P2 Electricity			
	A	28-Jun						2nd July - Meridian Science Championships
July	B	05-Jul						
	A	12-Jul			Biology Test 3			
	B	19-Jul			9SUM3 Data Due		Last Day 21st July	



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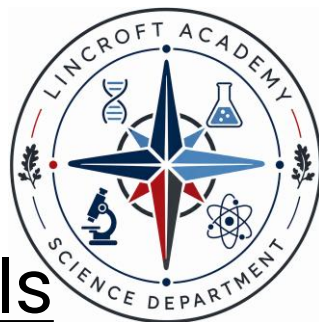
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Science



Required practicals

- Set curriculum practicals done in depth
- Questions in exams are specifically targeted
- Bio: 7 (+2 in separate)
- Chem: 6 (+2 in separate)
- Physics: 7 (+3 in separate)

Homework

- Sparx Science set weekly (<30 mins)
- Designed to be chunked, 10 min sessions
- Embeds key knowledge through retrieval

Sparx
Science

Additional exam question practice to follow as we move through the year

Y9 Science 2026-2027

Autumn Term (Tuesday 1st September – Friday 18th December)						
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Sept	A	01-Sep	P1a Energy	B1 Cells		INSET 1st & 2nd Sept
	B	07-Sep				
	A	14-Sep				
	B	21-Sep				
	A	28-Sep				
Oct	B	05-Oct				9MTG
	A	12-Oct	C1 Atoms			
	B	19-Oct				INSET 23rd Oct
Half Term Holiday (Monday 26th October – Friday 30th October)						
Nov	A	02-Nov	C1 Atoms	B1 Cells		INSET 2nd Nov
	B	09-Nov				
	A	16-Nov				Biology Test 1
	B	23-Nov				INSET 27th Nov
		A	30-Nov		Chemistry Test 1	
Dec	B	07-Dec	C2 Bonding			
	A	14-Dec				
Winter Holiday (Monday 21st December – Friday 1st January)						
Spring Term (Monday 4th January – Thursday 25th March)						
Jan	B	04-Jan	C2 Bonding	P3 Particle Model	SPR1 – 9SUM1 Data Due	INSET 4th Jan
	A	11-Jan				
	B	18-Jan				
	A	25-Jan				Chemistry Test 2
Feb	B	01-Feb	P4 Atomic Structure	B2 Organisation		INSET 31st Feb
	A	08-Feb				
Half Term Holiday (Monday 15th February – Friday 19th February)						
Feb	B	22-Feb	P4 Atomic Structure	B2 Organisation		
March	A	01-Mar	C4a Metals and Acids		Physics Test 2	
	B	08-Mar				
	A	15-Mar				
	B	22-Mar				
Spring Holiday (Friday 26th March – Friday 9th April)						
Summer Term (Monday 12th April – Wednesday 21st July)						
April	A	12-Apr	C4a Metals and Acids	B2 Organisation		
	B	19-Apr			Biology Test 2	
	A	26-Apr				
May	B	03-May	C4b Electrolysis	P1b Energy		BANK HOLIDAY 3rd May
	A	10-May				SPR2 – 9SUM2 Data Due
	B	17-May				
	A	24-May				9SUM2
Half Term Holiday (Monday 31st May – Friday 4th June)						
June	B	07-Jun	C4b Electrolysis	P1b Energy	Chemistry Test 3	Physics Test 3
	A	14-Jun	B3 Infection and Response	P2 Electricity		Progress Evening 17th June
	B	21-Jun				
	A	28-Jun				2nd July – Meridian Science Championships
B	05-Jul					
July	A	12-Jul		Biology Test 3		
	B	19-Jul		9SUM3 Data Due	Last Day 21st July	



Community



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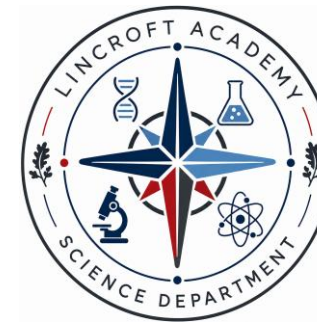
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Science



How can you help at home?

- Talk to your child about how it's going in Science
- Ensure they are completing home learning
- Support with revision
- Speak to your child's teacher for any concerns or questions regarding their progress
- Contact me with general questions about the course/examinations:
sjones@lincroft.academy
- Everything you need can be found in Teams

The screenshot shows the "Science Revision Hub" website. At the top, there's a header with a lab coat and the text "Science Revision Hub". Below this is a large blue banner that says "Welcome to the KS4 Science Revision Hub!". Underneath the banner, it says "Click on the sections below to find revision resources for your tests". The main content area is titled "Year 9" and features a grid of buttons for tests. The buttons are organized into three columns: Biology, Chemistry, and Physics. Each column has three buttons labeled "Test 1", "Test 2", and "Test 3".

Year 9		
Biology Test 1	Chemistry Test 1	Physics Test 1
Biology Test 2	Chemistry Test 2	Physics Test 2
Biology Test 3	Chemistry Test 3	Physics Test 3



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Access Arrangements

Access arrangements at GCSE are different than at SATS.

From Y7, we create a spreadsheet of students who might need access arrangements, based on transition information, SEND concerns, and professional reports.

We use staff feedback, our own assessments, and previously raised concerns to identify students who might need access arrangements.

When we have an external professional report suggesting additional time for any exams, we add this on to a student's profile. Reports are time sensitive as the results can be affected by multiple factors and change over time.

JCQ state that we will need to have this verified through additional tests by our accredited assessor, which we generally do in Y10.

This information is shared with you before the Y10 mocks.



Inclusion Provision – 5 Pillars

	House Office (Pastoral support) 	Pivot (Triage) 	Restoration (Behaviour intervention) 	The Compass (SEMH intervention) 	The Bridge (Academic intervention) 
Type of support:	- Administrative support - Reports / PSP's - Early Help - Coaching conversations - Self and co-regulation	- Short term regulation - Debrief after an event - Withdrawal from lesson or social times	- Classroom ready intervention - Re-establish behavioural routines and expectations - Reflection and next steps	- SEMH and communication interventions - CREW at form time - Regulation base and work-stations for targeted students	- Cognition and learning based interventions - Targeted reading, literacy, arithmetic and maths skills.



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Stage One (Teacher / tutor)

If you have any queries, contact your child's tutor, teacher, or House SSA regarding your concern. They will give a clear picture of how your child presents in school and might collect further information from other teachers.



Queries are recorded and answered by the appropriate member of staff, using data and observations in the classroom. Possible next steps discussed.



If resolved, ongoing communication between your child's teachers/tutors will continue through tracking, parent-teacher consultations, academy mentoring reports, notes in planners or phone calls.

IF THE DISCUSSION LEADS TO OTHER POSSIBLE INTERVENTIONS, TEACHER/TUTOR WILL DISCUSS WITH THE DEPARTMENT / HOUSE.

Stage Two (Department / House)

After an initial conversation with your child's teacher/tutor/SSA, your child may need classroom-based adaptations, or become part of department-based intervention, or House-based social support.



In discussion with the department / House, a cycle of 'Assess, Plan, Do, Review' could be implemented, based around the identified barrier to the young person.



Intervention strategy implemented – reasonable adjustments made. One-page profile created if appropriate.



Following interventions, a meeting with you and/or your child will be arranged to assess the impact of the strategies, using data and observations.

IF YOUR CHILD HAS RESPONDED AND SHOWN PROGRESS, THEN NO FURTHER ACTION WILL BE TAKEN. IF NEEDED, THE DEPARTMENT OR HOUSE WILL REFER TO STAGE THREE.

Stage Three (Partnership with External agencies)

After the first round of APDR, if progress/impact has not met expectation, we will seek external specialist support that will help develop a more personalised provision.



External agencies could involve Early Help, CAMHS, IFD, an Educational Psychologist, or other agency depending on threshold and need.



A new cycle of APDR established, with a one-page-profile updated.



Cycles of APDR will continue to support your child's need.

IF YOUR CHILD HAS RESPONDED AND SHOWN PROGRESS, YOUR CHILD COULD BE REMOVED FROM THE SEND REGISTER. IF FURTHER INTERVENTION IS NEEDED, MOVE TO STAGE FOUR.

Stage Four (External)

If your child's needs continue to be a significant concern a request will be made to Bedford Borough Council and other agencies for further, higher level support.



This could involve an EHCP assessment, CAMHS, further referrals to the Integrated Front Door, support from the Inclusion team around Appropriate Provisions, access to Grey's Education or partnership placements, access to the Adolescent Response Team (ART), Managed Moves, further counselling,



A new cycle of APDR established, with a one-page-profile updated.



Cycles of APDR will continue to support your child's need.

THIS LIST IS NOT EXHAUSTIVE BUT YOU ARE ALWAYS PART OF THE PROCESS.



Sharing, reviewing and adapting

Every Wave 3 (K) or Wave 4 (EHCP) has an APDR document that highlights their needs and provisions. They are currently attached to registers and attached to their student profiles on Bromcom.

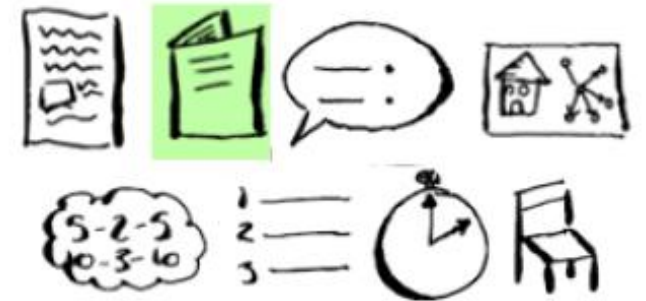
The ADPR targets will still be sent to staff throughout the year to be reviewed and adapted where necessary.

The idea behind the 'wave' system is that students can move up and down it depending on their presenting need.

We will be migrating this to **Provision Mapper** during this term. which means you can access this information when you want.

ContactSEND@lincroft.academy

- Speak clearly and make sure you get my attention first.
- Prepare visual, printed documents for me to follow, printed on **GREEN** paper, including process mini goals. (This includes notes on videos or verbal discussion.)
- Let me re-set by using my Inclusion time-out pass.
- Using the 5-2-5 or 10-3-10 model of work.
- Doodling in my doodle book.
- Support me to re-engage with my work. (Non-verbal hints, and blank paper to cover any work that isn't the question I'm on!)
- Sit me near you at the front, so you can discretely



Name:

Year: House:



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At Lincroft Academy, we



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Mrs Attreed
Designated
Safeguarding Lead
Vice Principal



Mrs Byrne
Deputy Designated
Safeguarding Lead



Ms Appadoo
Principal



Mr Lewis
Assistant Principal



Mr Drake
Assistant Principal



Mr Davis
Assistant Principal



Miss Stoodley
Assistant Principal



Miss Magill
Senior Tutor



Mrs Webb
Senior Tutor



Miss Oswick
Senior Tutor



Miss Anning
Senior Tutor



Miss Reed
Student Support
Assistant



Mrs Holliss
Student Support
Assistant



Miss Lloyd
Student Support
Assistant



Miss Stears
Student Support
Assistant