

Year 9 Information Evening – Thursday 22nd January 2026

1. Understanding academic targets
2. GCSE and Vocational grading system
3. Curriculum overview including GCSE English, maths and science
4. How to support your child at home



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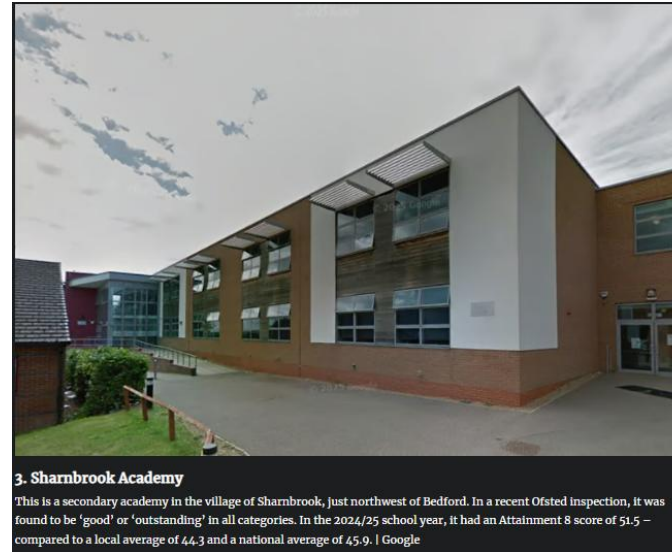
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Summer 2024



Sharnbrook Academy celebrates best GCSE results since becoming a secondary school

Summer 2025



The 17 top state secondary schools across Bedfordshire for 2025 – as new GCSE performance data released

Summer 2028





Year 9 is the **launchpad** to GCSE success, not a 'waiting year'

At this stage, embedding small, consistent efforts and support at home is far more valuable than expert subject knowledge.

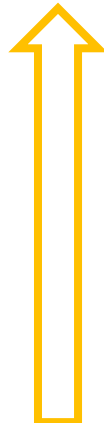
Understanding Target Grades

Minimum Target Grades (MTG's)

Statistical targets based on how similar students performed nationally in that subject – similar students are defined as similar prior attainment (KS2), gender and month of birth.

These targets are, however, not prophecies....they present possibilities and pose meaningful questions.

KS4 PA	GCSE Grade	Vocational Grade
Most Able	8, 9	Level 2 Distinction*
High Prior Attainer	6, 7	Level 2 Merit / Distinction
Mid Prior Attainer	4, 5	Level 2 Pass / Merit
Low Prior Attainer	1, 2, 3	Level 1

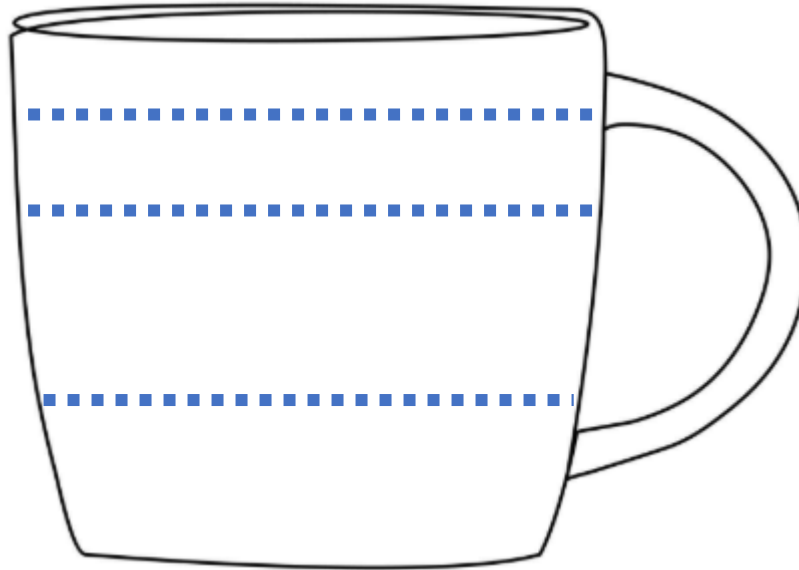


Aspiration not Limits

Potential with effort

MTG

Current level



The target grade is a starting point for **ambition**, not a ceiling.

With effort, good habits and support, students can and do go beyond it.

Why Aspiration Matters

Students who **aim higher** tend to:

- ✓ Choose more challenging options
- ✓ Persist when work gets harder
- ✓ Engage more seriously with feedback

Low expectations (even well-meaning ones) can limit progress.

"I don't want to put pressure on them"

"They're already at their best"

"They're not academic"

Support + belief + routines = confidence

Cognitive Ability Tests (CAT4)

Baseline point providing a view of both current skills as well as **hidden potential**.

Provides a unique profile of strengths and weaknesses across four areas ('batteries') known to make a difference to learning and achievement, allowing us to target support, provide an appropriate level of challenge and make informed decisions about a student's progress.



What Progress Looks Like in Year 9

Progress is **not just about test scores** and may instead look like:

- ✓ Better quality written work
- ✓ Increased independence
- ✓ Improved resilience
- ✓ Willingness to attempt harder tasks

Student responses showing *depth*, not just marks

*Biology Paper 1
June 2024*

Question	Answers	Mark	AO / Spec. Ref
07	Level 3: Relevant points (factors / effects) are identified, given in detail and logically linked to form a clear account.	5–6	AO3
	Level 2: Relevant points (factors / effects) are identified and there are attempts at logical linking. The resulting account is not fully clear.	3–4	AO3
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.	1–2	AO2
	No relevant content	0	4.2.2.4 4.2.2.6 4.4.2.1 4.4.2.2
	Indicative content causes of angina / CHD: • high cholesterol / fat (in blood / diet), obesity • a lack of exercise • smoking / alcohol • increasing age • a family history of atherosclerosis or heart problems explanation of symptoms: • fatty deposits in coronary arteries • narrowing of the coronary arteries • reduced blood / oxygen / glucose to the heart (muscle / tissue / cells) • reduced blood / oxygen / glucose to the body • less oxygen / glucose for respiration • less energy released • (more) anaerobic respiration • lactic acid formed • <u>muscle</u> fatigue treatment using GTN: • more blood to the heart (muscle / tissue / cells) • more oxygen / glucose to the heart (muscle / tissue / cells) • increased (aerobic) respiration For Level 1 explanation(s) of the symptoms of angina or the treatment using GTN must be included For Level 3 explanations must include the causes of angina, explanations of the symptoms of angina and treatment using GTN		

Progress Reports

Progress Report 1 = Wednesday 28th Jan

Subject Consultations = Thursday 11th Feb

Progress Report 2 = Wednesday 3rd Jun

MTG = Minimum Target Grade

ECP = End of Course Prediction



Year 9 Progress Report 1



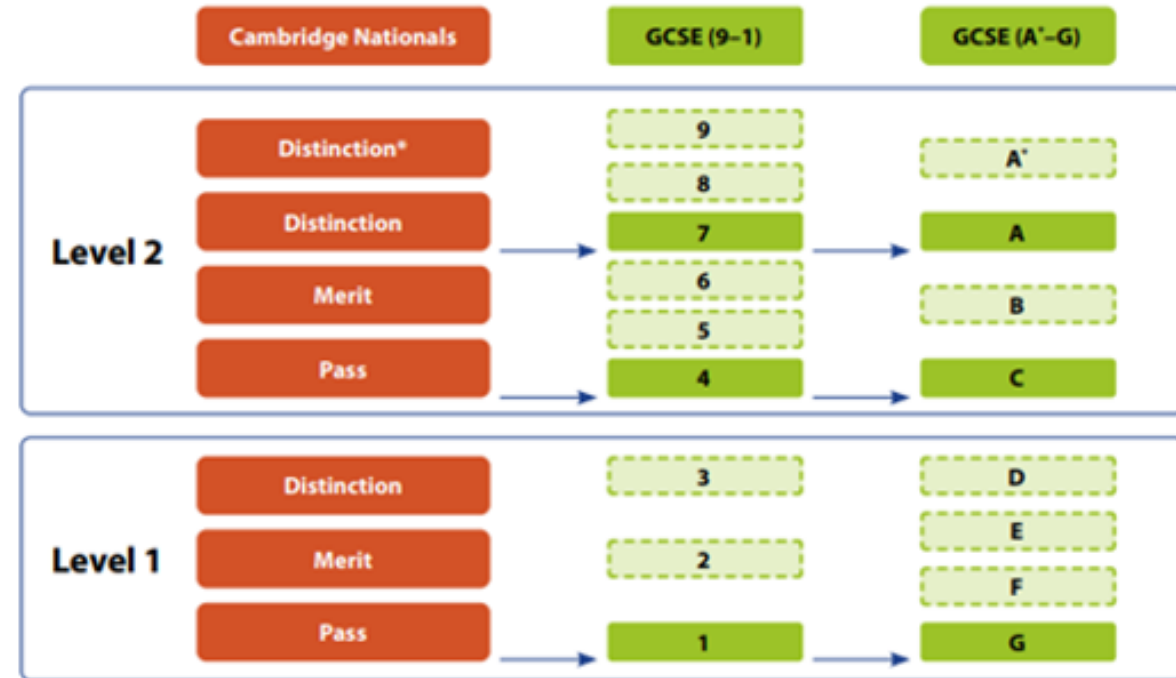
Subject	MTG	Progress Report 1				Progress Report 2				Progress Report 3			
		ECP	BEH	EFF	IS	ECP	BEH	EFF	IS	ECP	BEH	EFF	IS
English Language	6	5+	M	M	A								
English Literature	6	7											
Maths	5	5	M	M	A								
Biology	6	2	M	A	M								
Chemistry	6	3	A	M	A								
Physics	6												
Dance	6	6	M	M	A								
Geography	6	5-	A	M	A								
PE Core			A	A									
Religious Studies	7	8	A	A	A								
Sociology	6	6	A	M	M								
Sports Studies	M2	M2	M	M	A								
Sports Science			M	M	A								

Attendance		Behaviour	
Overall % Attendance	97.5	Behaviour Points	4
Unauthorised Absences	0	Achievement Points	60
Late Absences	4	Number of Late sessions, morning sessions taken from Tutor Time registers and afternoon sessions taken from Period 5 registers. Please see EduLink attendance tab for further details.	

GCSE Grades

New grading structure	Former grading structure
9	A*
8	
7	
6	B
5	
4	
3	C
2	
1	
U	U

Vocational Grades



Just science, maths and MFL continue to have tiers of entry –
foundation tier and higher tier:

	Grades									
	9	8	7	6	5	4	3	2	1	U
Higher Tier	✓	✓	✓	✓	✓	✓				✓
Foundation Tier					✓	✓	✓	✓	✓	✓
			A			C				

New grading structure	Former grading structure
9	A*
8	
7	
6	B
5	
4	
3	D
2	
1	
U	U

Curriculum Overview

Why Year 9 Matters

Year 9 is a Foundational Year

What students build in Year 9 directly affects what they can achieve at GCSE

Students who take Year 9 seriously are better prepared and more confident in Years 10 and 11. Gaps that emerge in Year 9 and are left are harder to close later.

Develops the **knowledge base** needed for GCSE courses and introduces **GCSE-style thinking**, language and expectations

Builds habits that are hard to change later (organisation, resilience, and independence)

[Key Stage Four Subject Curriculum Maps](#)

Increasing Challenge Across Subjects

If learning feels harder at times, that's a sign of progress, not a problem

In Year 9 lessons become more demanding as students are expected to:

- Write in more depth
- Explain their thinking
- Apply knowledge, not just recall it

Tasks may feel harder – this is **intentional and positive**

Curriculum Skills that Drive Higher Grades

These are the skills that separate middle grades from the highest grades at GCSE

Focus shifts away from content alone. Across subjects the skills that students need to develop are:

- Extended writing and structured answers
- Problem-solving and reasoning
- Subject-specific vocabulary
- Interpreting questions accurately
- Responding to feedback and improving work

Independence and Responsibility for Learning

We are helping students learn how to learn – a key factor in long-term success

Year 9 students are expected to:

- Manage homework more independently
- Act on feedback without constant reminders
- Organise equipment and deadlines
- Ask for help when they are unsure

The Sharnbrook Six

- **I engage in the do now activity-** Be on time and be ready to learn. Fully participate and engage in the learning
- **I present my work with pride-** we value taking pride in learning and work by expecting more of ourselves
- **I will know my target grade (TG) for each subject**
- **I will know my end of course prediction (ECP) for each subject**
- **I will know what I need to do to improve in each of my subjects-** so I can be proactive in improving
- **I will review my learning-** I pack away quietly and remain in my area to foster a calm end of the lesson



This does not mean support disappears, teachers still guide and monitor progress, intervening when needed. Independence is *taught* not assumed.

Future Pathways

Strong foundations now give students more choice later

Our broad and balanced curriculum ensures that we keep pathways open for further education, apprenticeships, sixth form and university.

1:1 Careers Guidance Appointments, Careers Fair and Work Experience Opportunity (Year 10)

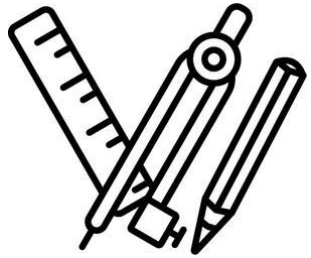
[Meridian Trust Career Pathways](#)



Basic Skills			
Literacy	Numeracy	Spoken English	Basic Digital
Communication Organisation Digital literacy Planning	Core Transferable Skills Problem solving Creativity/Innovation Leadership		Time management Analytical Teamwork/Collaboration Resilience
Detail orientated Work ethic Willingness to learn Enthusiasm Self-motivation	Attitudes & Behaviours Independent working Flexibility Adaptability Honesty		Reliability Politeness Humility Empathy Curiosity
Job specific Operations Customer service Sales	Technical/Vocational Skills Management Specialist digital skills Commercial acumen		Financial awareness Working with hands Driving
Qualifications and Certification			

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Maths

- Taught in streamed ability sets from January.
- Final tier decision is not made until the start of year 11

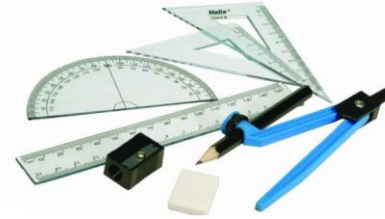
How to support from home?

- Stay positive about maths – everyone can do it!
- Encourage them to not leave it to the last minute
- Find the maths in everyday task and ask them to help.

Three exams at the end of Year 11, each 1 hr 30 min in length

- Paper 1 Non-Calculator
- Paper 2 Calculator
- Paper 3 Calculator

Any topic can be examined on any paper



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Students will study: Powers and roots Standard index numbers Multiples and primes Fractions (further work) Different types of data	Students will study: Collecting data Representing data Angles in parallel lines Bearings Plans and elevations	Students will study: Constructions and loci Scatter graphs Linear graphs	Students will study: Transformations Equations and inequalities Rearranging formulae	Students will study: Ratio and proportion Rounding and accuracy	Students will study: Compound measures There will also be time to review the work completed over the year and to return to key concepts, including lots of problem solving



English

2 GCSE grades: English
Language and English
Literature



Assessments in each module over the year will consist of language and literature GCSE style questions.

Year 9 Units of study:

Term 1: Gothic Genre	'Woman in Black'
Term 2: Shakespeare	Fighting Talk
Term 3: Modern Drama	'Words of War' Poetry

End of year 11	Four exam papers....	
Language Paper 1 Explorations in Creative Reading and Writing	1hr 45min	80 marks
Language Paper 2 Writers' viewpoints and Perspectives	1hr 45min	80 marks
Literature Paper 1 Macbeth Yr 11 and A Christmas Carol Yr 10	1hr 45min	64 marks
Literature Paper 2 An Inspector Calls, Power and Conflict poetry and Unseen poetry	2hr 15min	96 marks
Spoken Language (Y10)		

How to support from home:

- Homework: weekly activities focused on vocabulary enrichment and reading
- Love Reading
- Become confident when speaking
- Encourage writing



Term 1

Term 2

Term 3

Year 9 GCSE Science units of study

BIOLOGY	CHEMISTRY	PHYSICS
Cell Biology	Atomic structure and The Periodic Table	Energy and Energy Resources
Organisation in Plants and Animals	Structure, Bonding and Properties of matter	Particle model of matter
Infection and Response	Chemical changes (Metals & Acids / Electrolysis)	Atomic structure (Radioactivity)

Is it a big jump from KS3 to KS4?

Although the jump from KS3 to KS4 might seem massive to learners, this is not the case. The units of study we begin with have been carefully chosen to allow learners to build on their prior knowledge and skills gained during KS3.

What can students do to succeed?

- Maintain high attendance and punctuality level to lessons.
- Focus in lessons, listen carefully.
- Make useful notes during lessons.
- Focus in lessons and ask questions.
- Complete homework tasks
- Revise



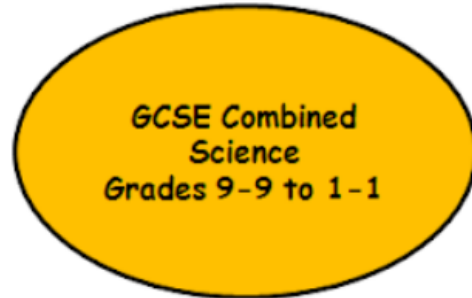
Students will either follow the **Combined science** route or the **Triple science** route

Assessment for Triple Award: 3 GCSEs

Assessment for Combined Award Science: 2 GCSEs

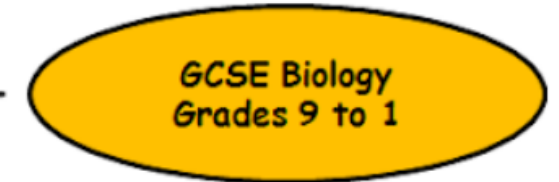
- Biology 1 Exam
- Chemistry 1 Exam
- Physics 1 Exam
- Biology 2 Exam
- Chemistry 2 Exam
- Physics 2 Exam

Each paper 1 hour 15 minutes and worth 70 marks

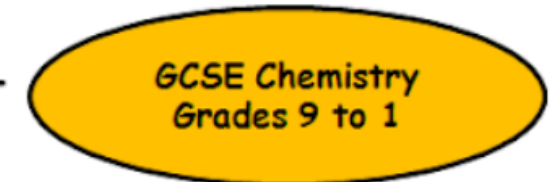


Achieve 2 science GCSEs

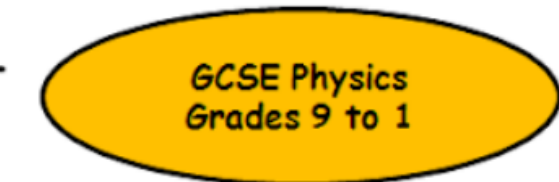
- Biology 1 Exam
- Biology 2 Exam



- Chemistry 1 Exam
- Chemistry 2 Exam



- Physics 1 Exam
- Physics 2 Exam



Each paper 1 hour 45 minutes and worth 100 marks

Achieve 3 science GCSEs

Supporting at Home

....without being subject experts

The 'Big 5' Parent Actions:

Create Routines

- ✓ Homework time
- ✓ Device boundaries
- ✓ Sleep matters

Talk about Learning

- ✓ "What new idea did you learn today?"
- ✓ "What did you find difficult and how did you deal with it?"
- ✓ "What feedback are you working on improving?"

Encourage Challenge

- ✓ Praise effort, not ease
- ✓ Normalise struggles

Monitor, don't micromanage

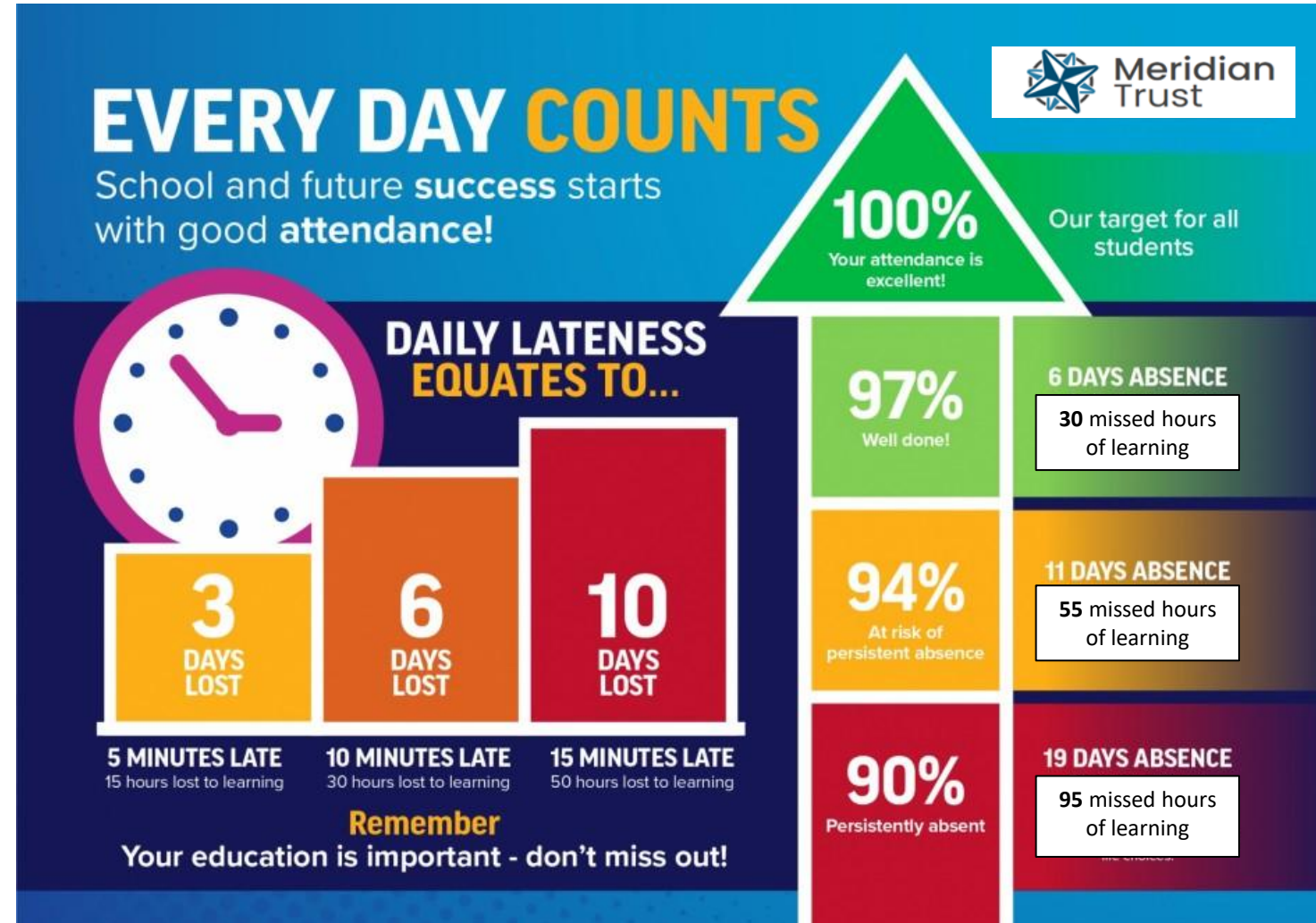
- ✓ Check MCAS / TEAMS
- ✓ Ask, don't do

Stay Ambitious

- ✓ Talk about future options
- ✓ Keep doors open

Attendance

90% attendance is a good percentage, right?



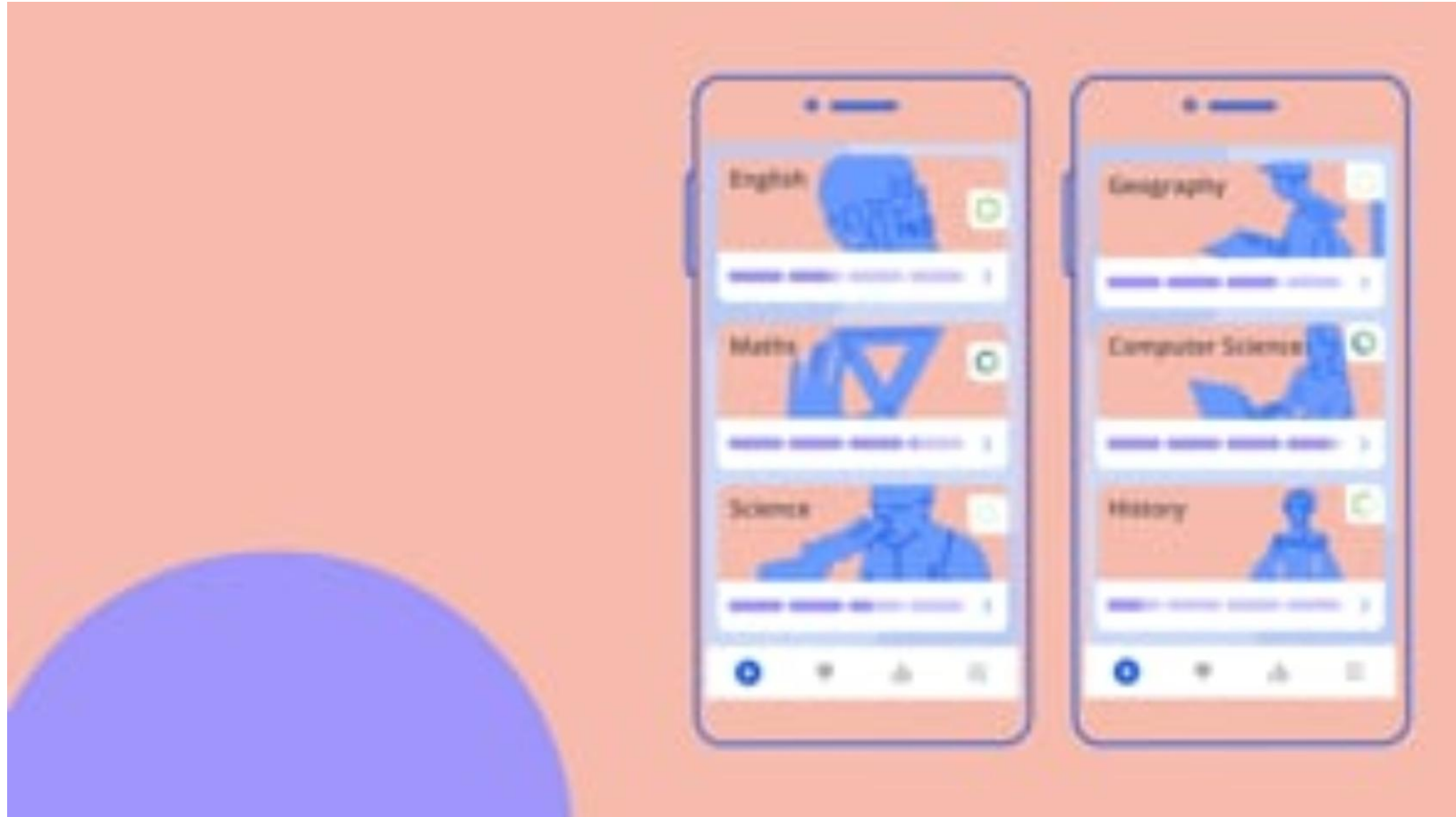
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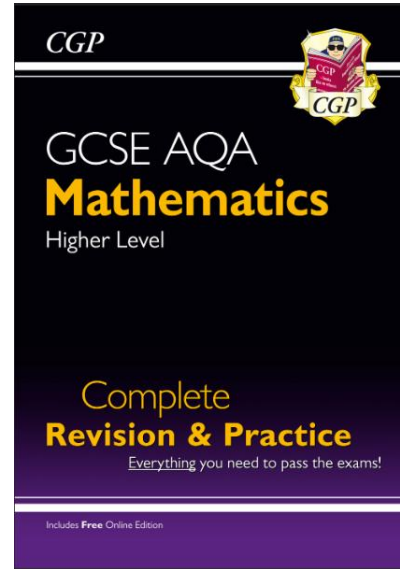
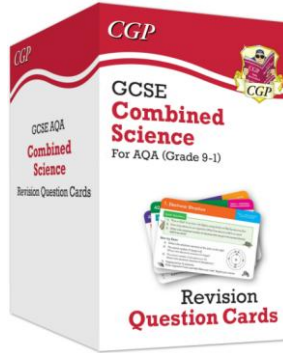
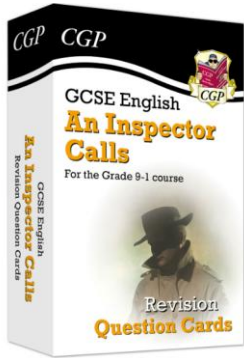
Sparx Maths

 SENECA



BITESIZE





Examples of free to use online resources:

www.senecalearning.com

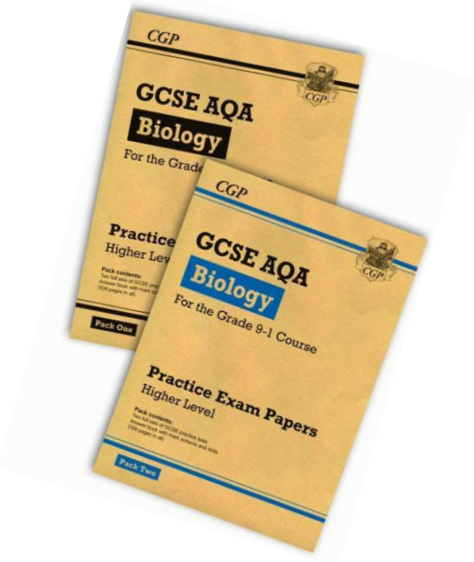
www.bbc.co.uk/bitesize

www.sparxmaths.uk

www.tassomai.com

www.cognitoedu.org

www.mathsgenie.co.uk



Examples of resources available to purchase:

www.cgp.co.uk

Examples of specifications freely available to download:

www.aqa.org.uk



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