

Year 9 Welcome Evening

Tuesday 19th September 2023



A welcome from the Deputy Head

Mr. David Goodwin



Rewards at BVGS- reflect the core values of the School.

Academic

For a student who demonstrates commitment to their studies in any of the following ways:

- Contributions in class.
- Problems Solving.
- Working constructively within a team.
- Effort.
- Excellent oracy.
- Use of ambitious vocabulary
- Assessment Performance.
- Any aspect of 'classwork' to include 'Do it now' tasks.
- Resilience (displaying a capacity to overcome difficulties).
- Additional research/reading beyond the confines of the taught curriculum.
- Quality of Homework.



Character

For a student who demonstrates excellent character in any of the following ways:

- Contributions to the Co-Curricular life of the School.
- Acts of Kindness and displays of empathy.
- Acts of Courtesy.
- Displays of genuine gratitude.
- Charitable contributions.
- Celebrating diversity.
- Supporting other students around the School.
- Volunteering.
- Community contributions.
- Mentoring.

How do we formally acknowledge excellent character at BVGS ?



- **‘BVGS Integrity Award’** is a structured student participation and incentive programme designed to encourage Y7-10 students to get involved outside the classroom and to be recognised for it.
- This award is to formally acknowledge the contribution to the school and wider community over the course of a specific academic year. i.e 2023



Criteria for the BVGS Integrity Award

Student Leadership creating and organising an initiative (e.g. a Charity event, a club, competition) or taking a main role in a school activity (e.g. primary school event).

Educate & Present – engage in independent research on any topic of interest (academic or non-academic). Students will be required to present this to their Form, Academic Class or in a Year Group Assembly.

Resilience and Perseverance – we want students to demonstrate how they have overcome and improved. This could be evidenced by improved academic performance, ATL scores or Behaviour Data.

Personal Development – pick up a new skill, try an unfamiliar activity or take on a challenge that they have no previously undertaken.

Colours System



- The central aim of the Colours Award System is to recognise, acknowledge, celebrate and reward students for their commitment, involvement, achievement and excellence across several specific categories whilst at Bishop Vesey's Grammar School.
- Colours will be awarded each year in the following categories:
 - Music
 - Service/Citizenship
 - Sports



Criteria for Sports Colours

- *Attended the majority of matches and practices and been a key member of their side
- *Have displayed the ambition to develop individual and team excellence, continuously developing their potential
- *Been a positive sporting role model to fellow students and a sporting ambassador for the school both on and off the sports field
- *Been enthusiastic and keen to learn, participating in all PE lessons
- *Displayed sportsmanship, not gamesmanship
- *Represented teams and the school with distinction
- *Been reliable, dependable and committed to school sport
- *Adhered to the ethic of fair play
- *Shown ultimate respect for the referee, umpire and opponents

General Criteria for the award of colours



- A sense of commitment and enthusiasm for the area in which they are being awarded Colours.
- A cooperative and collaborative attitude towards both staff and their peers within their subject area/Co-Curricular activity across the School both inside and outside of the classroom.
- The pupils who achieve these awards have shown sustained, exemplary and exceptional commitment to the ethos and values of the school that promote.
- Should present as an outstanding ambassador of the School in terms of manners, presentation of uniform and support for other members of the School Community.
- A student should not have been subject to a Level 4 Disciplinary sanction or reached the criteria for a Head of Years Detention at any point in the Academic Year.
- Attendance should reach the School target of 97% across at least two terms (except in the case of a specified extenuating circumstance)
- A student should not have met the criteria for a late detention across at least two terms.



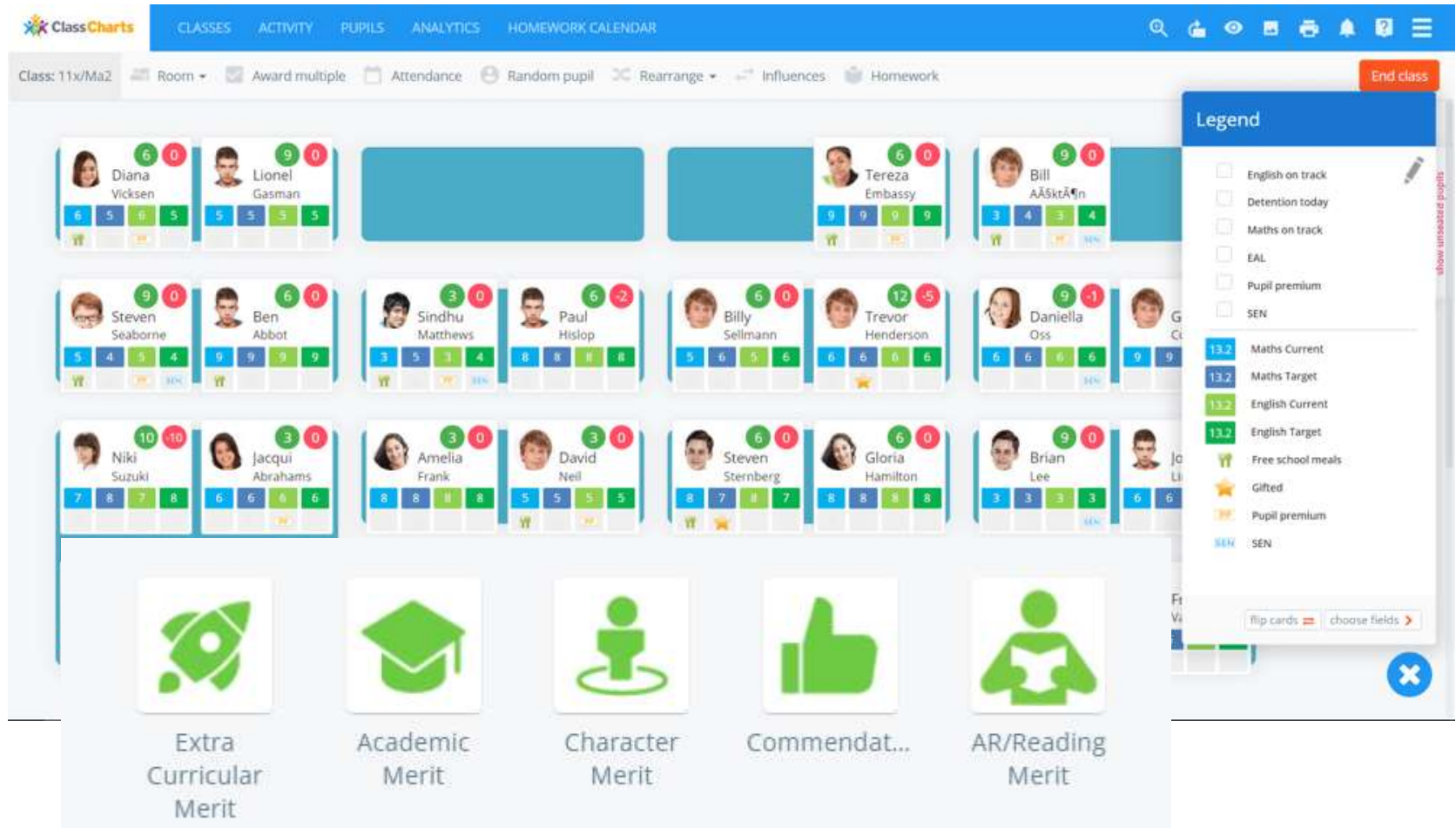
The timeline for nominations

- For Years 11 and 13 self-nominations will be made in the first School week after the Easter break.
- For Years 7-10 self-nominations will be made in the first week after the internal Exam Week for Years 7-10.
- All Colours Awards are approved by a specially convened 'Colours Panel' made up of:
 - Directors of Sport and Music
 - Senior Heads of Year
 - Deputy Heads.



ClassCharts

Teachers can
organise classes
more effectively,
but also reward
positive
behaviours more
easily.





Level 1
Equipment
Warning



Level 1
Uniform
Warning



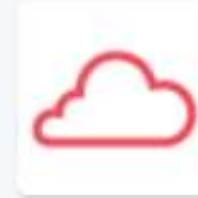
Level 1 No
PE/Games Kit
Warning



Level 1: Lack
of classwork
warning



Level 1 Late
to Lessons
Warning



Late
Homework



Level 2
Disruption to
Learning after
2 warnings



Level 2
Inappropriate
conduct
around
School



Level 2
Rude/Defiant
Behaviour



Level 2
swearing



Missed
Homework



Missing AR
Book



Mobile Phone
visible in
School



Level 1 Not
listening to
teacher
instruction/...
it Now Task
Warning













How to use Classcharts as a parent

- Monitoring behaviour



How to use Classcharts as a parent

- **Monitoring homework**

To do 3								
	Homework 	Teacher 	Lesson 	Issued 	Due 	Estimated time 	Type 	Feedback 
	Research GDP	Mr A Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
	Write a soliloquy	Mr J Kato	8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework	
	Create a poster on French food	Mrs A Abell	7YEL/Fr	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback 

Homework status categories

To-Do: These are homework tasks that have not been ticked as completed by your child and have not been marked by their teacher.

To do

Completed: These are homework tasks that have been ticked as completed by your child but have not been marked by their teacher.

Completed

Late: These are homework tasks that have been handed in past the deadline.

Submitted late

Not submitted: These are homework tasks that were not handed in on time.

Not submitted

Submitted: These are homework tasks that have been handed in on time.

Submitted

Homework will now be set on Classcharts, and can be viewed by you as parents.

You will see what it involves, when it is due for and whether it has been handed in.

Homework description

Name *

Enter a name


Homework type

Homework


▼

Issue date * [?]

13/9/2023



Due date *




Est. time (optional)

Minutes ▼

Available from

00:00





Describe the task for your students *

B

I

U





$\frac{\square}{\square}$


x^2


x_2


14 ▼


A

▼









▼

☐ Allow files to be uploaded as homework submissions

Assign homework >

Files and links >

PUBLISH HOMEWORK TASK

USE A TEMPLATE

CLEAR ALL

How to use Classcharts as a parent

- Monitoring detentions

Detentions

If your school has decided to share detention information with parents, you will see the **Detentions** tab when viewing pupils from that school.

Selecting this tab will display a list of **detentions** which have been set for your child

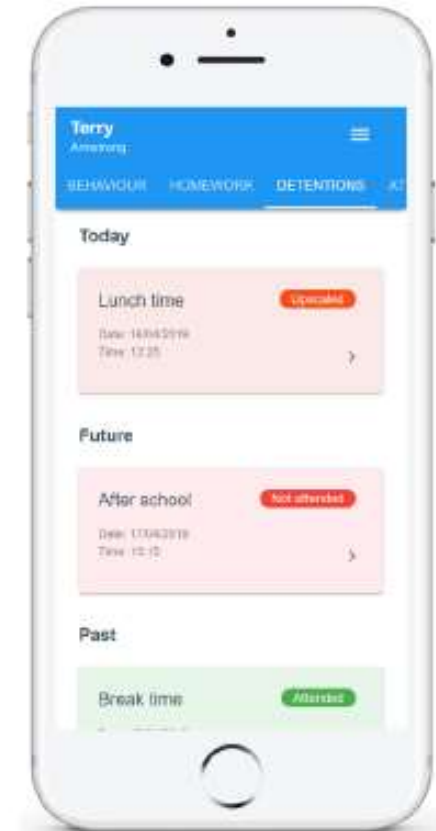
Detentions fall under 4 categories: **Attended**, **Not attended**, **Pending** and **Upscaled**.

Attended: Your child has sat this detention.

Not attended: Your child did not sit this detention.

Pending: This detention has not been sat yet.

Upscaled: Your child's detention has been escalated into another type of detention.



How to use Classcharts as a parent

- Announcements

Announcements

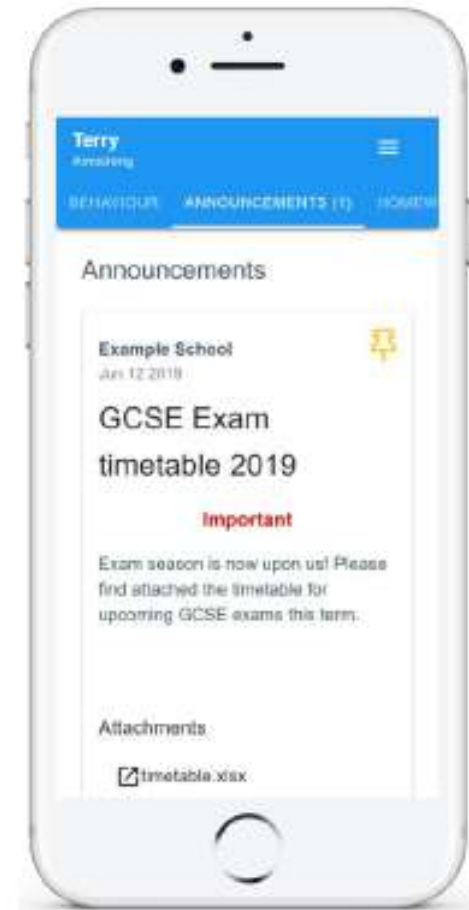
If your school has decided to share announcements with parents, you will see the [Announcements](#) tab when viewing pupils from that school.

Selecting this tab will display a list of [announcements](#) that have been shared with you regarding the selected pupil.

Announcements with a [pin](#) icon will always stay at the top of the announcements list.

If you are viewing announcements from the main parent dashboard, click on the [X](#) icon in the top right hand corner of an announcement to dismiss it.

Dismissed announcements can be viewed again in the pupil's individual [Announcements](#) tab.



Mr. Page
Head of Year 9





The Year 9 team

Head of Year 9

Mr. J. Page

j.page@bishopveseys.bham.sch.uk

Form Tutor Blue House

Mr. M. Randle

m.randle@bishopveseys.bham.sch.uk

Form Tutor Emerald House

Mr. W. Yousaf

w.yousaf@bishopveseys.bham.sch.uk

Form Tutor Gold House

Mr. M. Lee

m.lee@bishopveseys.bham.sch.uk

Form Tutor Purple House

Dr. G. Gill

g.gill@bishopveseys.bham.sch.uk

Form Tutor Red House

Dr. S. Carroll

s.carroll@bishopveseys.bham.sch.uk

Form Tutors White House

Mr. T. Hazell / Miss P. Tsang

t.hazell@bishopveseys.bham.sch.uk

p.tsang@bishopveseys.bham.sch.uk

KS3 learning mentor – Mrs. Arrandale

KS3 learning mentor – Mrs. Arrandale

Mrs. Arrandale is a very important link in our pastoral team, and is here to support our students.

She can meet students about any concern they may have, and works closely with Mrs. Sly, our SENCO, and Miss. Steadman, our Assistant Head. Whether it is social, personal, academic or otherwise Mrs. Arrandale is available to offer support.

THE KS3 JOURNEY CONTINUES....

**What have I
learnt about
myself from Year
8?**

**Am I prepared
for ALL of my
lessons?**

**What could I
do differently
for Year 9?**

**Do I possess the
required revision
skills?**

**What are my
aspirations for the
next three years
and beyond?**

So, what's new?

1. The introduction of Classcharts
2. Tuesday extended registration
3. Games on Tuesdays, assemblies on Thursdays
4. New subjects
5. GCSE options

The School Day:

		Y9
Arrival	8.30	8.30
Tutor time	8.45 - 9.05	
Period 1	9.05-10.05 (Tues 9.15-10.10)	Period 1
Period 2	10.05-11.05 (Tues 10.10-11.05)	Period 2
	11.05-11.25	Break
Period 3	11.25-12.25	Period 3
Period 4	12.25-13.05	Period 4
	13:05 - 13:25	
	13:25-14:05	Lunch
Period 5	14.05-15.05	Period 5
Dismissal/Enrichment	15.05-15.15	15.15

Co-Curricular
Thursday week 2
15.15-16.10

Outstanding Scholars

- As your child's Head of Year I am most interested in how they develop as a person.
- We want to develop students of excellent character, responsible global citizens, who will make the world a better place through their kindness, thoughtfulness, confidence and resilience.
- Our achievement system gives a great insight into how your child fits into these categories and how they are developing.
- There are also **commendations** for those students who do something exceptional or go above and beyond the call of duty.
- At the end of every term we hold reward assemblies to celebrate our students' successes, both academically and pastorally.

25	Bronze
50	Silver
75	Gold
100	Platinum
125	Vesey
150	Mighty Mitre

Year 9 curriculum

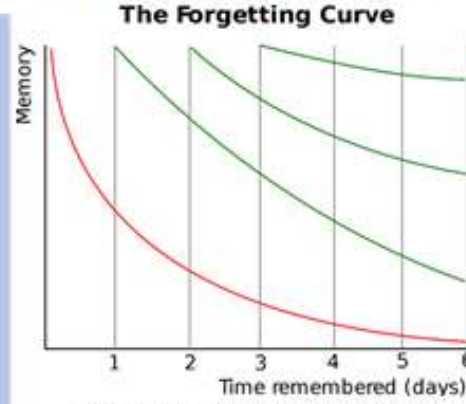
Students study a broad and balanced curriculum – with a few changes from Year 8:

1. Economics as a new subject
2. Games is now on a Tuesday
3. Tuesday morning registrations extended for PSHE review and study skills

Study skills will be discussed and introduced in extended form times on Tuesdays

We will be examining the science behind memory in the first term:

1. Information is automatically received by the sense organs and is the first storage system in the brain.
2. **Short term memory** stores information received from the senses (if the person has paid attention). This store only holds information for a **limited time**.
3. Individuals must **rehearse** knowledge for it to be consolidated and transferred to long term memory



They will examine Ebbinghaus' forgetting curve to demonstrate the importance of retrieving information after a gap to avoid forgetting.

'with knowledge, we either use it or lose it'!

- * Your child will look at strategies to help them retain information.
- * They will know that revision means re-visiting work.
- * They will know it's an on-going process and not just something to do before an assessment.

Blood contains:

Red Cells: contains haemoglobin which carries oxygen

White Cells: digest germs and produce antibodies

Platelets: clot blood when there is cut

Plasma: mainly water, transports all the above and other chemicals.

Arteries: carry high pressure blood away from the heart.

Veins: carry returning blood to the heart

Capillaries: end of Arteries. Fine tubes

O_2 and food pass through watery fluid called Tissue Fluid to cells. waste and CO_2 go the other way

Good points:

- Subject matter is clear
- Headings are underlined
- Explanations are clear
- Neat
- Well laid out
- Diagram neatly labelled
- Easy to read
- Easy to learn

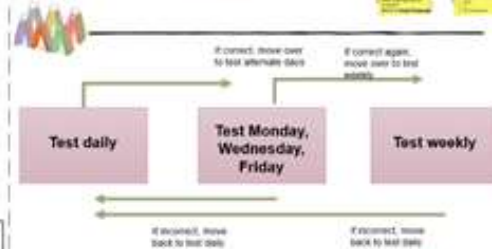
They will know what good revision notes look like

They will examine 3 simple ways to use retrieval as a revision tool:

1. Flashcards

A **flashcard** has a small amount of information for example a question on the front answers on the back OR topic on the front and summary on the back. They then test themselves or ask you to test them. You can buy blank ones or they can make them using card or post it notes. They can also use an app or do these online. They know how to use them for example using the methods below and there's lots more information on youtube.com.

Flashcards The Leitner Method



2. Self-quizzing—see

Powerful Flashcards

- 1) Retrieve (don't cheat!)
- 2) Re-order (shuffle and interleave)
- 3) Repeat (at least 3 times)

this in action • <https://www.youtube.com/watch?v=8BYCU2Jn668>. They have knowledge organisers for every subject which will help them here.

3. Brain dumps / knowledge splats—see this in action

<https://www.youtube.com/watch?v=6Tt44y-9e9w>.

Accelerated reader

- We have a culture of reading, and we want all students to love reading.
- Promoting reading at home is essential to your child's literacy development: it increases their dexterity and ability to deal with texts in all subject areas. It also promotes use of punctuation, phrasing and increases their vocabulary.
- Our reading ability is like training any muscle: the more we use it the stronger it is – and the less we use it, the more work we have to do to regain the strength that we once had.
- We encourage and promote parents and carers to monitor their child's reading of prose fiction (fiction books with paragraphs and chapters) for at least 30 to 40 minutes each day. For boys a consistent time for reading is often beneficial for example, before bed, or, before or after dinner. Ask them questions about what they have read.
- We use: **THE ACCELERATED READER PROGRAMME AT KS3**. This programme allows us as a school to monitor and track the progress your child is making with their reading. At four points over the academic year, we test the students to find out their reading ages so we can assess where a student may need support. Students are given a number (a ZPD or zone of proximal development) which they use to select a range of appropriate books to develop their skills and love of reading; they will have written this number in their planners. After reading a book, students should quiz to test their comprehension of the text. The quizzes lead to awards such as certificates, prizes and house points to add to the house competition rankings.

What next?

- For subject specific queries departments will tell the boys everything they need to know:
 - Exam board
 - Exam style
 - Exam length
 - Subject specific revision strategies
 - Intervention session / support on offer
 - Where to find past papers etc.

But for now the most important thing the boys can do is engage in their lessons, do their homework and start consolidating from the beginning!

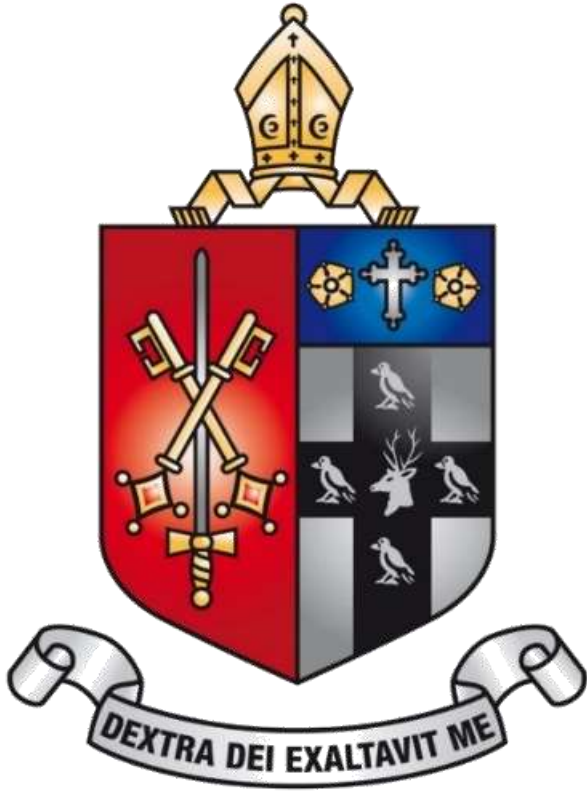
GCSE options

There will be more information about this later in the year. There is still plenty of time to choose!

The most important thing is for students to choose subjects they enjoy and will do well in – there is no point choosing a subject just for the sake of it.

Compulsory subjects	Optional
English Literature	French
English Language	Spanish
Maths	Mandarin (if part of the MEP)
Biology	History
Chemistry	Geography
Physics	Art
Modern Language	Computing
Humanity	Economics
	DT
	Music
	PE
	Food tech
	RS

The Pastoral essentials- behaviour



- Good behaviour and being **considerate**, **courteous**, and **cooperative** members of the school community is what makes BVGS so special. **The 3 Cs.**
- Remember, behaviour is a **choice** and something under your control.
- Behaviour Extends beyond the classroom - on your way home on public transport or on trips with school etc...
- Achievement points/merits provide reward for good work and behaviour. This provides healthy competition between students and forms so they are able to maximise their potential.
- Equally behaviour points are issued when behaviour is not acceptable which results in sanctions. These are viewable on the Parent App, along with the stated reason why a point has been issued.

KS3 Reports

- **P&A Grade** (Progress & Attainment) – a holistic judgement on your son's progress that will include assessments but is not solely based on them.

Grade	Description	Value	PG
5	Significant Cause for Concern	5	
4	Requires improvement	4	
3	Consistently Good	3	
2	Consistently Very Good	2	
1	Consistently Outstanding	1	

ATL Grade

Your son's attitude to learning in class

Grade	Description	Value	PG
5	Significant Cause for Concern	5	
4	Requires Improvement	4	
3	Consistently Good	3	
2	Consistently Very Good	2	
1	Consistently Outstanding	1	

Personal Social Health Economic Education (Relationships & Sex Education)

- At Bishop Vesey's Grammar School we have a spiral PSHE/RSHE curriculum, which is in line with statutory government guidance.
- All students have access to PSHE lessons with the aim of giving each individual the knowledge, skills and understanding to lead confident, healthy and independent lives, now and in the future.
- In addition to PSHE lesson and/or form time sessions, students receive regular visits from external guest speakers to reinforce the knowledge gained during PSHE time.

Year 9 PSHE Overview

Contact Head of PSHE Miss Orlandini
(a.orlandini@bishopveseys.bham.sch.uk) for questions about PSHE.

All Schemes of Work can be found on the school website. The focus in Y9 is on Health and Relationships.

There are also parental engagement workshops every year, please contact Miss Orlandini for more information.

Need a bit more support?

- NHS Choices Moodzone: It offers practical advice, interactive tools, videos and audio guides to feel mentally and emotionally better

<https://www.nhs.uk/conditions/stress-anxiety-depression/>

<https://www.nhs.uk/every-mind-matters/>

- If you have any concerns on how your son is coping in KS3 please encourage him to talk to you or someone in school

Well Being and Support

In simple terms, well-being can be described as judging life positively and feeling good.

Factors negatively impacting well being:

- Lack of positive relationships
- Poverty
- Poor diet
- Lack of sleep
- Long term physical illness
- Prolonged feelings of stress
- Experiencing bullying or discrimination

5 ways to improve well being



<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

tootoot))

Other external sources of support for parents and young people

www.mind.org.uk

www.youngminds.org.uk

Just for young people:

www.kooth.com

Range of mindfulness apps including Headspace and Calm.

Inside school:

DSL: Miss Steadman

Learning Mentor: Mrs Arrandale

Heads of Years

Form tutors

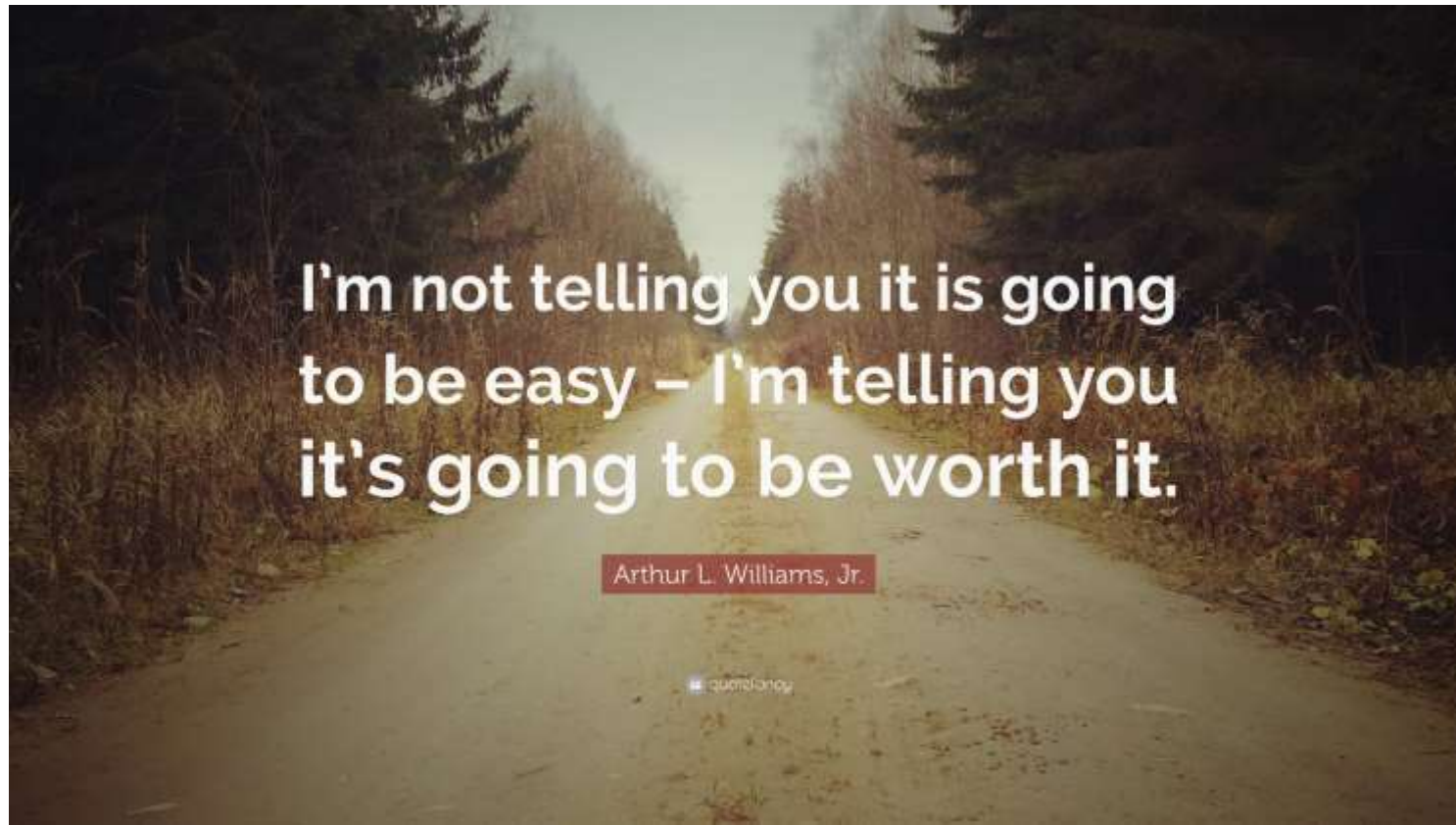
Reach support- one to one sessions

One to one mentoring

Co-Curricular Provision

- We have a vibrant co-curricular and extra-curricular offer including Botany, Creative Writing, Debating, Cooking, Politics, Electronics society, KS3 Engineering society, F1 in Schools, Strategic Planning, Astrophysics, Problem Solving, Hidden Histories, Well-being, Brainteasers, Chess, Latin, Coding and a vast range of music, sporting and drama opportunities.
- We want to give our students the opportunity to pursue a wide range of interests and build a bank of academic experiences that make them competitive when they leave the school.
- For more details please see the Co-Curricular Book on the [school website](#).

- We have a brilliant year group and every week the boys do something that makes me proud to be their Head of Year.
- I want the boys to earn the best grades this school has ever seen, but I also want them to continue developing into well-rounded people who are a credit to themselves.



The student view



What can you do to support your son?

- Be interested – ask them about their homework (not just checking whether they've done it!)
- Help them to prepare for assessments by actively revising – this could be asking them quiz questions, it could be asking them to recall revision resources...
- Nurture their interests – reading, documentaries, visits etc.
- Check and sign their planners – these are an important link between school and home.



**THE INVESTING IN
EXCELLENCE CAMPAIGN:**
**A new Learning Resource Centre
for Bishop Vesey's Grammar School**



We are a top 50 state school!





We offer so many opportunities.



But we are a state school. We have no fees.

Many families are prepared to pay a lot of money for a BVGS-type education.

BVGS: 80% A*-B (A level), 70% 7-9 (GCSE)

Extensive Co-curricular and extra-curricular programme

Cost: £0

Midlands private school: Similar A level and GCSE results

Extensive co-curricular and extra-curricular programme

Cost: £15,000 per annum

WE ARE FACING **URGENT** CHALLENGES

1. **Inadequate** Sixth Form study space, unsuitable for collaborative working
2. Dining space **restricts mixing** between all ages of the school community at recreational times
3. The Library is **overcrowded**
4. Much of **School estate is tired** and in need of **refurbishment**





OUR VISION

LEARNING
RESOURCE
CENTRE 2025

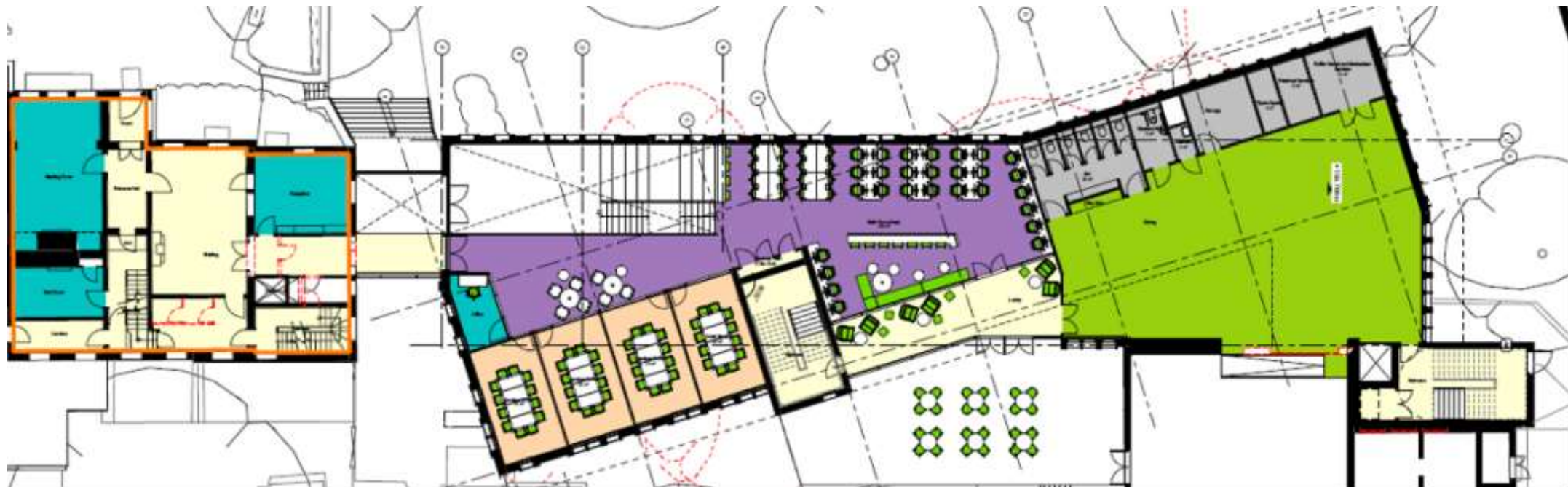


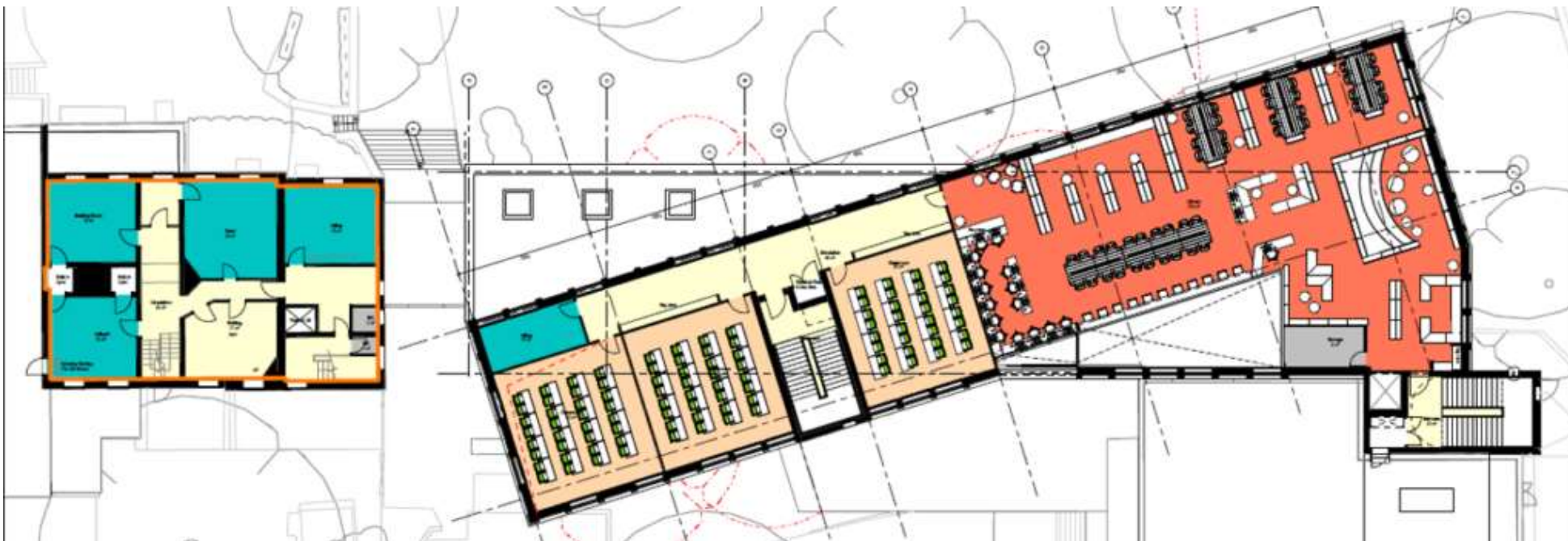
1,300 m² facility
set over three floors will be

HOME TO

- Sixth Form Centre
- IT Study Space
- Improved dining facilities
- Flexible social spaces
- A modern library







GREEN CREDENTIALS

- Air Source Heat Pumps
- PV Panels
- BREEAM
(Building Research Establishment
Environmental Assessment
Method) certification





Excellence across our facilities
**will better equip young
people for higher education
and the workplace**



Collaborative spaces will
**develop the leaders of
tomorrow**



We will **serve more
disadvantaged students** from
across the region



Community usage further
expands links with local
people/businesses, as well as
income for the School



Allows tired spaces to be
converted to **much-needed
teaching areas**

TRANSFORMATIVE IMPACT OF THE LRC



With inflation total cost of LRC and refurbishment of tired spaces is expected to cost over **£6.0 million**

- The Department for Education is giving us £2 million
- The Foundation Charity of Bishop Vesey's Grammar School is contributing **£2.7 million**
- We have already raised over **£1 million through our Investing in Excellence campaign**, which we launched in the Spring.
- But we will not be successful without your help.

How you can help

- ***The 500 Club:*** Pledge £500 annually for the next five years leading to our 500th Anniversary. Your name will be etched on a plaque in the new Learning Resource Centre, and you will receive exclusive event invitations as a gesture of our appreciation.
- ***Buy-a-Brick:*** For just £20 per month for five years, you can own a symbolic brick in the Learning Resource Centre and receive a certificate of appreciation.

Your support will help shape the future of Bishop Vesey's Grammar School. If you are able to join us, please complete the enclosed pledge form and return it to myself marked confidential.

