



Year 8/9 Transition Information Evening

Thursday 22nd June 2023

Iain Stewart – Deputy Head of School

The pursuit of excellence

Our Values

Aspiration

Opportunity for All

Belief in Ourselves

1. Transition day - Tuesday 4th July

- You must get the bus to/from the stop you have indicated in the recent survey. Thank you for your responses so far....
- If you cycle, remember your lock and a cycle helmet
- If you are dropping off – anticipate queues
- The school gates open at 08.00
- If you are picking up – wait until after 3.10

Transition day - Tuesday 4th July

- Go to the tennis courts at the back of school
 - You will be notified about your tutor and fire number in advance via your middle school
- We will provide you with lunch (but you can bring a packed lunch if you prefer to)
 - **Please return the MS Form we will send to allow us to plan for the level of demand**
- Different break and lunch to Y10/11
- 5 mins early to the buses at the end of the day
- Wear your current school uniform
- Pupils will be issued with a specific timetable for their transition day on their arrival along with a map of the school

Transition day - Tuesday 4th July

- 8.30 – 9.00: Tennis courts then welcome assembly
- 9.00 – 10.00: Period 1
- 10.00 – 10.20: Morning break on tennis courts
- 10.20 – 11.20: Period 2
- 11.20 – 12.20: Period 3
- 12.20 – 13.00: Lunch then on tennis courts
- 13.00 – 14.00: Period 4
- 14.00 – 14.55: Period 5
- 14.55 – early access to school buses

Transition day - Tuesday 4th July

- During the course of the day we will arrange:
 - Biometrics (the finger print identification needed for library, canteen etc)
 - Photographs (for internal use i.e. not the ones that you want to order for Christmas!)

2. Lessons and learning at Wootton



STEPPING STONES



TO LEARNING



Prior learning



Guided learning



Independent learning



Checking learning



Connecting learning

The Year 9 curriculum

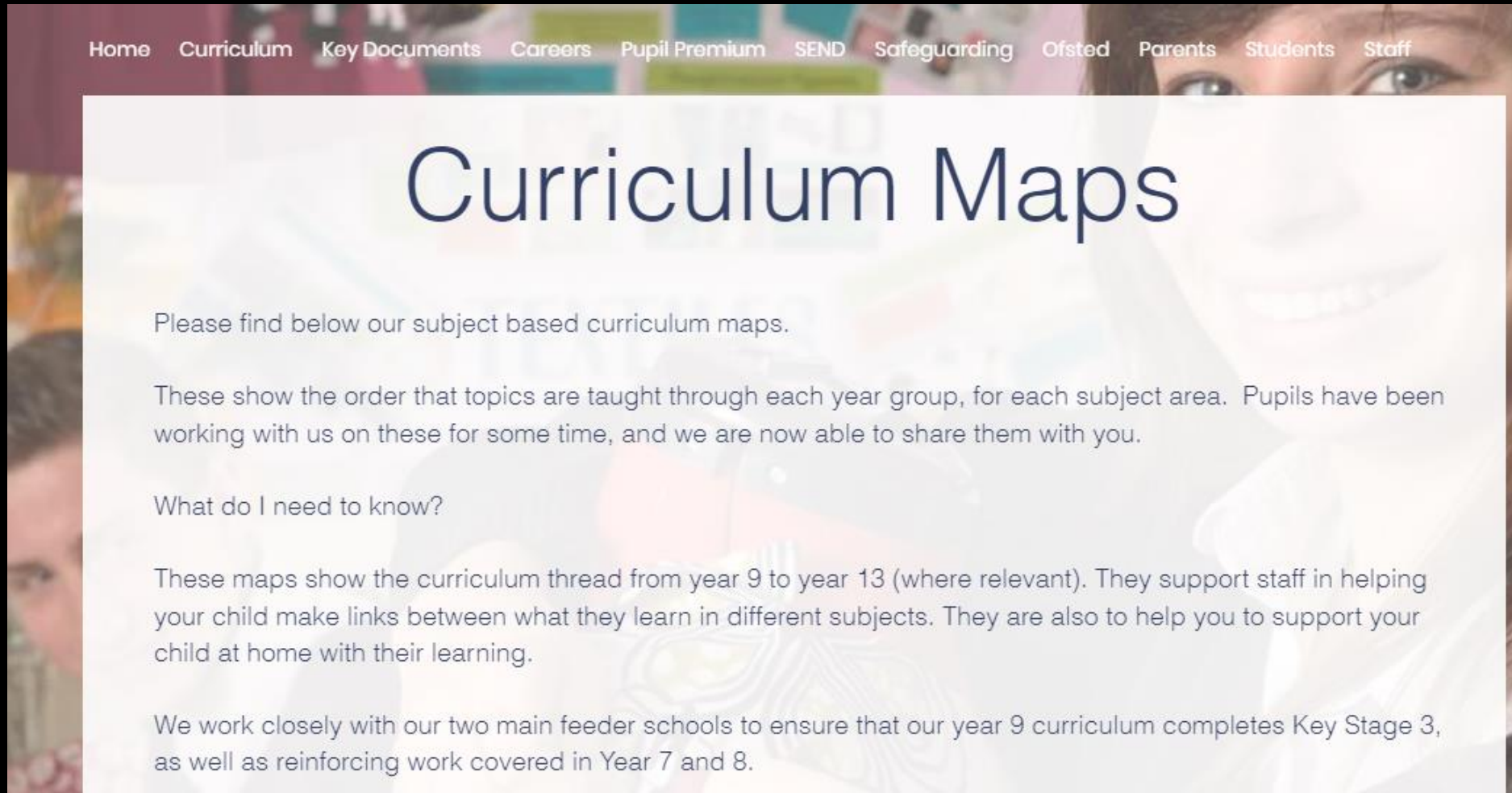
Subject	Number of lessons per fortnight
<i>PSHCE/Assembly</i>	<i>Form Period</i>
English	7
Mathematics	7
Science	6
Computer Science	2
History	3
Geography	3
PRE [Philosophy, Religious Studies]	2
French	3
PE	4
Art	2
Dance	1
Drama	2
Music	2
Two option choices	3 + 3

Year 9 options

Two option choices

- Performing Arts [Drama]
- Performing Arts [Dance]
 - Music Technology
- Sports Development
 - Spanish
 - Food
 - Graphics
- Design Technology [Product Design]

The Year 9 curriculum



The screenshot shows a website page with a navigation menu at the top containing links for Home, Curriculum, Key Documents, Careers, Pupil Premium, SEND, Safeguarding, Ofsted, Parents, Students, and Staff. The main heading is 'Curriculum Maps'. Below the heading, there are five paragraphs of text explaining the purpose of the curriculum maps, which show the order of topics taught from year 9 to year 13, and how they support staff and parents in helping children make links between subjects and complete Key Stage 3.

Home Curriculum Key Documents Careers Pupil Premium SEND Safeguarding Ofsted Parents Students Staff

Curriculum Maps

Please find below our subject based curriculum maps.

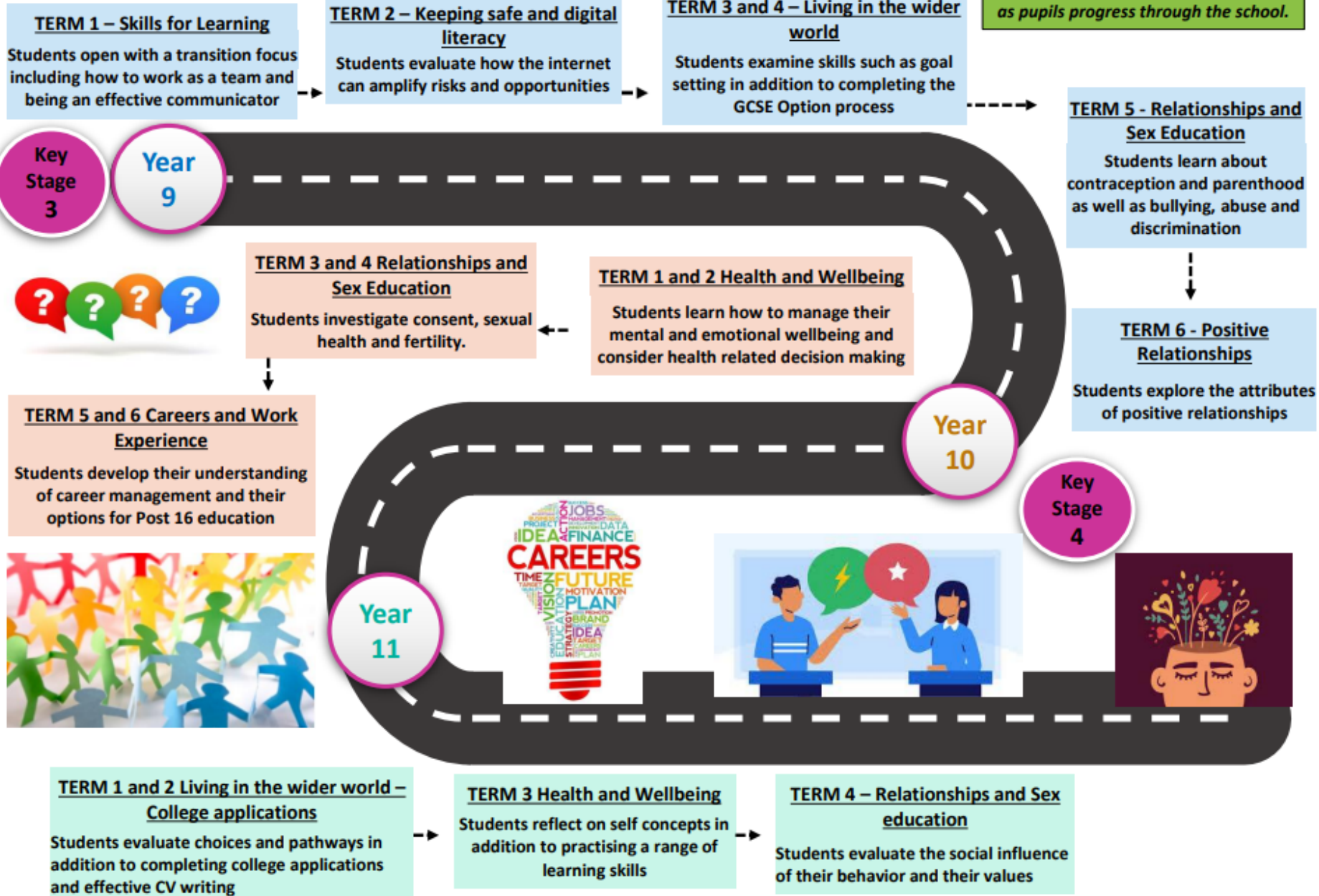
These show the order that topics are taught through each year group, for each subject area. Pupils have been working with us on these for some time, and we are now able to share them with you.

What do I need to know?

These maps show the curriculum thread from year 9 to year 13 (where relevant). They support staff in helping your child make links between what they learn in different subjects. They are also to help you to support your child at home with their learning.

We work closely with our two main feeder schools to ensure that our year 9 curriculum completes Key Stage 3, as well as reinforcing work covered in Year 7 and 8.

The most effective way to deliver PSHE education is via a sequenced, spiral programme that builds on prior learning as pupils progress through the school.



The Year 9 PSHCE curriculum

- **Autumn Term**

- The Wider World – e-safety, accepting feedback, self-esteem, valuing diversity, keeping physically and mentally healthy, peer pressure, health and hygiene

- **Spring Term**

- Careers and financial education including goal setting, preparing for GCSE Options, evaluating our support networks, child employment and personal finances

- **Summer Term**

- Relationships and Sex Education and Wellbeing Including positive relationships, the Media and relationships, our bodies, contraception and consent

3. Ensuring your success at Wootton

STEPPING STONES



TO SUCCESS



Attend to succeed



ATL grades to succeed



Homework to succeed



Behave to succeed



Enrich to succeed



Aspiration * Opportunity for all * Belief in ourselves

Attitude to Learning

OUTSTANDING LEARNING (5)

You are ready, respectful and safe. You go above and beyond with your contribution to the lesson. You participate fully and enthusiastically in class, you demonstrate leadership skills within the lesson and support other students with quality feedback. You work well independently and show a clear interest and passion for the subject. You are resilient and you break through barriers to achieve your absolute best.

GOOD LEARNING (4)

You are ready, respectful and safe. You participate fully in class, you demonstrate leadership skills within the lesson and support other students. You work independently and show a wider interest and passion for the subject. You are resilient and don't give up when the work gets challenging. You are reflective about what you need to do next.

EXPECTED LEARNING (3)

You are ready, respectful and safe. You focus on the work and complete the tasks set. You work well with others. You both ask and answer questions and try to learn from your mistakes. You are reflective about what you need to do next.

LEARNING NEEDS IMPROVEMENT (2)

You are **NOT** ready or respectful or safe. You struggle to motivate yourself and settle quickly to tasks. Your behaviour can disrupt others. You do not complete the expected standard of work and struggle to work independently. You are passive in your learning. You are easily distracted and need reminding of expectations.

UNACCEPTABLE LEARNING (1)

You are **NOT** ready, or respectful or safe. Your persistent/ poor attitude to learning significantly impacts on others. You are unable to motivate yourself to complete the work set. You show a lack of interest in the subject, and are actively disengaged. You are unresponsive to intervention from your teacher.

ATL: 4's or 5's

What specifically are your teachers looking for?

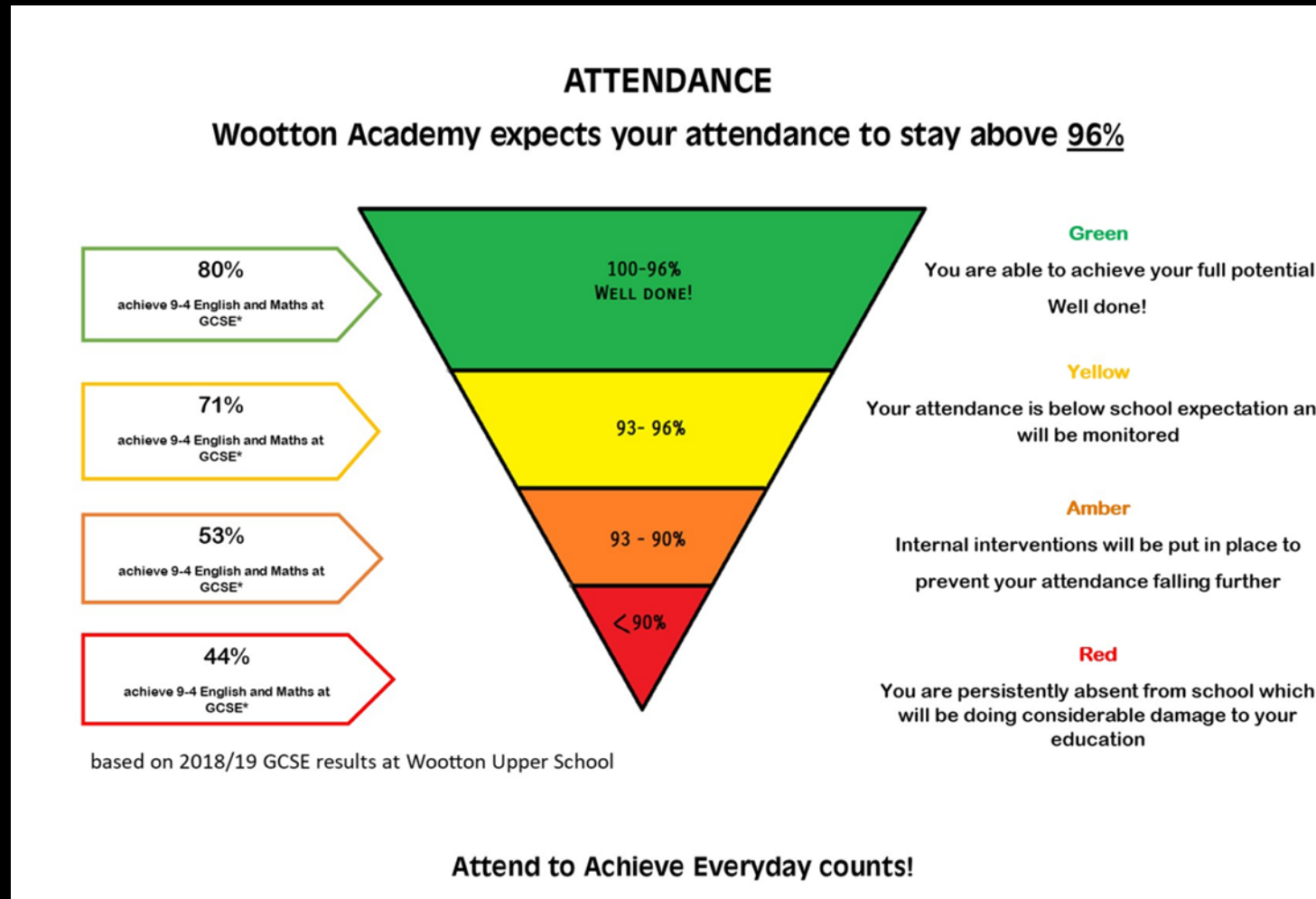
- ☺ Academic achievement towards target
- ☺ Excellent contribution to a class discussion
- ☺ Excellent effort in class
- ☺ Excellent effort in homework
- ☺ Excellent group work
- ☺ Excellent independent research
- ☺ Good citizenship
- ☺ Resilience in class

ATL: 1's or 2's

What might indicate to teachers that you are not meeting expectations?

- ☹ Lack of engagement
- ☹ Lack of effort
- ☹ Low level disruption / disrupting others
- ☹ In class misconduct
- ☹ Lack of equipment
- ☹ Folder / notes not organised
- ☹ Missed a deadline
- ☹ Poor effort with HW or no homework
- ☹ Not being ready, respectful or safe.

Clear evidence exists showing the importance of attendance



Homework

- Homework will be set on Class Charts
- Core subjects – English, Maths, Science are set weekly
- Other subjects – set fortnightly
- Homework timetable – on the school website in September
- Each piece of homework should last approximately 30 minutes
- Some HW is set on Class Charts but may direct pupils to resources in Teams

Behaviour for success



Enrichment opportunities

- WAT is known for its variety of enrichment opportunities, which run throughout/within all our subjects across Year 9 – Year 13
- Extra-curricular – take place at lunch and after school
 - Timetable to follow in September and each half term
- Super-curricular – "the things we do because we love a particular subject"
 - Resources will be shared by each subject regarding online activities, reading, podcasts, places to visit.....

Year 9 at @WoottonUpper designing & testing their own space menus as part of our 'What factors impact the survival of astronauts during space travel?' project funded by @royalsociety! Some 'interesting' choices of foods but great fun!! looking forward to continuing this term!



Enrichment Days

- Once a term, the timetable is broken down for a day for an Enrichment Day
- All pupils have the opportunity to develop a number of extra-curricular activities and skills
- Examples of activities this year include:
 - Harry Potter Science, Clay, DJ workshop, Clip 'n Climb, Photography, Multi-sports, FIFA tournament, Somersault masterclass, Camp cooking, Chess



Extra-curricular opportunities

- Some particularly important things to look out for that run across all years
 - Duke of Edinburgh
 - Student Leadership
 - Enrichment Days
- Rewards trips linked to Attitude to Learning (ATL) in lessons
 - England games at Wembley
 - Thorpe Park
 - Disneyland Paris



Super-curricular opportunities

- As we move (hopefully) in to a school year less impacted by covid.....
- Trips run in almost every subject – curriculum and super-curricular
 - Art exhibitions, Geography field trips, History visits and tours, plays, operas, musicals, football, rugby, netball, athletics, student leader events, university and workplace visits, language exchanges, skiing, adventure activities, library visits to Harry Potter Studios.....

Wootton Upper School @Wootton... · 6d ...
Y10 assessing coastal management strategies on their geography field trip 🌞





4. “Behind the scenes” support

Pastoral support at Wootton

- Your first line of support will always be your Form Tutor(s)
- We have 2 Heads of Year in Year 9. You will work with either:
 - Miss Hill or
 - Mr Hillard
- The Pastoral Support Team (we will introduce these colleagues to you in September)
- Confidential reporting systems
 - inclass@wootton.beds.sch.uk
 - outofclass@wootton.beds.sch.uk

SEND Support

- Meetings between SENCOs at the feeder middle schools and Wootton have taken place to share information about pupil needs and support.
- Enhanced transition support is underway to support pupils who are likely to find moving schools more challenging
- Keyworkers will be assigned to provide a point of first contact should pupils have worries or concerns
- Pupil passports summarising pupil needs, views and support strategies will be shared with teachers in September
- Learning walks and pupil observations will enable us to monitor how pupils are settling in

Should you have any questions or concerns, please contact Ms. Black at kblack@wootton.beds.sch.uk

Safeguarding Support



Kimika Gardner-Oyemade
Designated Safeguarding
Lead

safeguarding@wootton.beds.sch.uk

Wootton Upper School Safeguarding Governor – Sally Knight

5. Our girls' uniform

Girls' Uniform	
Blazer	Black WUS blazer with the school badge
Shirt	White TRADITIONAL shirt with collar suitable to wear with the school tie, buttoned to the neck. <i>Shirts must be sufficiently long enough to be tucked in.</i>
Tie	The WUS school tie must be worn neatly around the neck
Skirt	Plain black, of a <u>sensible knee-length</u> , without side-slit or back seam. <i>Black opaque tights should be worn with skirts.</i>
Trousers	Plain, black, tailored trousers with a single side-seam. <i>Skinny trousers, leggings, jeggings, jeans, fashion trousers are not permitted.</i>
Socks	Ankle length dark socks or plain tights (black, navy blue, charcoal grey)
Shoes	Plain black low-heeled shoes without decoration or logo must be worn. <i>Boots, plimsolls, trainers, platform heels, stiletto heels and boots are not acceptable.</i>
Hijab	Where a headscarf is worn, this must be black, grey or navy blue.
Jumper	<i>From November 1st to March 31st the black WUS V-neck jumper with school logo <u>may</u> be worn in addition to the school blazer.</i> <i>Cardigans and hoodies are not acceptable.</i>

5. Our boys' uniform

Boys' Uniform	
Blazer	Black WUS blazer with the school badge
Shirt	White TRADITIONAL shirt with collar suitable to wear with the school tie, buttoned to the neck. <i>Shirts must be sufficiently long enough to be tucked in.</i>
Tie	The WUS school tie must be worn neatly around the neck
Trousers	Plain, black, tailored trousers with a single side-seam. <i>Skinny trousers, leggings, jeggings, jeans, fashion trousers are not permitted.</i>
Socks	Ankle length dark socks (black, navy blue, charcoal grey)
Shoes	Plain black low-heeled shoes without decoration or logo must be worn. <i>Boots, plimsolls, trainers, platform heels, stiletto heels and boots are not acceptable.</i>
Jumper	<i>From November 1st to March 31st the black WUS V-neck jumper with school logo <u>may</u> be worn in addition to the school blazer. Cardigans and hoodies are not acceptable.</i>

5. A few helpful points about uniform

- Piercings :
 - One small stud is permitted
 - Nose rings, bars etc aren't permitted
- Black shoes only (i.e. no "all black" trainers, Converse etc)
- Jumpers are optional, blazers are compulsory
- If your child is not wearing full uniform please give them a note or print a copy of the order form etc
- We don't permit leggings or jeans to be worn

6. Your equipment

- **School bag (large enough for books, PE kit etc)**
- Pen(s)
- Pencil
- Ruler
- Scientific Calculator
- Highlighter

7. Our best, most resilient pupils

- Will acknowledge they sometimes need the help and support of others
- Are kind and considerate to their peers and to the adults they meet in school every day
- Are punctual and well presented
- Want to learn and aspire to be the best version of themselves they can be

7. Our best, most resilient pupils

- See starting here in September as an opportunity to continue doing great things or as an opportunity for a fresh start
- Are proud of their successes and “own their mistakes”
- Understand that the next 3 years will help shape the rest of their lives

8. Your mindset for September

- Arrive in September with an open mind and an aspiration to do your best
- Be ready to take opportunities that come your way and try new things
- Have an inner belief that you are capable of achieving something if they put their mind to it

9. Meeting your child's tutor

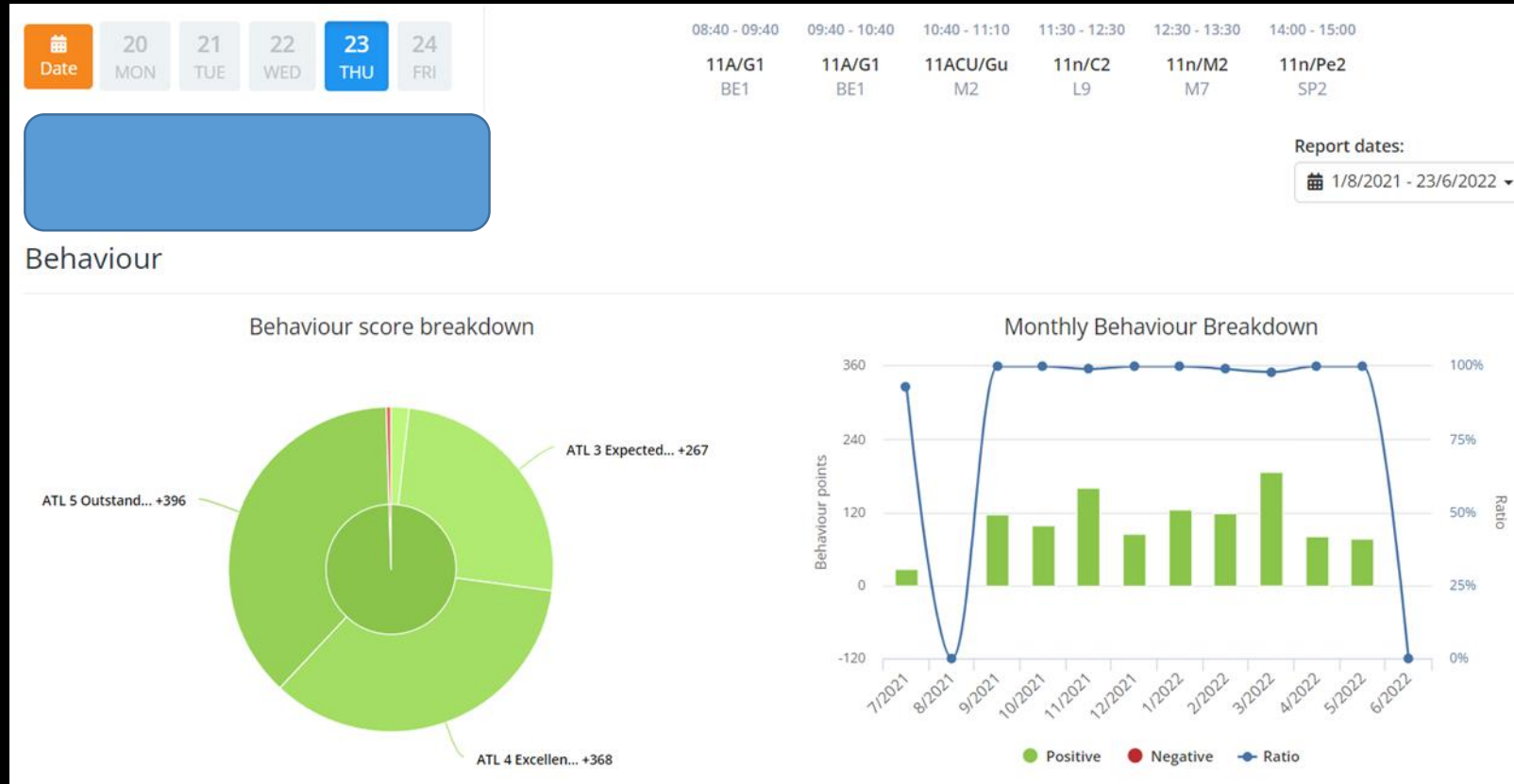
- We will arrange an opportunity for you to meet your child's tutor in Year 9
- The form tutor is a “constant” in the daily life of a pupil and is therefore the first point of contact for most pupil and parents/carers

10. Sharing information with you



- You will be able to see:
 - a daily feed of Attitude to Learning (ATL) grades from lessons
 - Homework set and submitted
 - Accumulation of rewards points

10. Sharing information with you



10. Sharing information with you

- We will share the following with you before September:
 1. Tutor groups/names
- Amongst the information we will share you at the start of September will be:
 1. Class Charts log in details for parents and pupils
 2. Your child's timetable (via Class Charts)
 3. How to apply for our Student Leadership programme
 4. More on extra-curricular and enrichment activities
 5. Homework timetables
 6. Contact information for tutors and key staff
 7. Fortnightly newsletters

11. Working together – The Home/School Agreement



12. How pupils and parents can contact us easily

- inclass@wootton.beds.sch.uk (mostly used by pupils)
- outofclass@wootton.beds.sch.uk (mostly used by pupils)
- year9pastoral@wootton.beds.sch.uk (mostly used by parents)

Thank you

- For those going home – have a nice evening
- For those meeting a member of staff – turn left as you exit the front of the hall, then right at the bottom of the corridor
- Any further queries - please email and we can share common queries with everyone
- Any suggestions (other than to install air conditioning) - please also use the email address below
 - y9transition@wootton.beds.sch.uk