



Vyners School

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Year 9 Dates For The Diary

Friday 11th December **Reports**

Wednesday 20th January **Options Information Evening**

Friday 22nd January **Options Form opens**

Thursday 4th March **Options Form deadline**



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Year 9 Parent Information Evening

Tuesday 29th September

Mr Abraham (Leader of Y9) jabraham@vynersschool.org.uk

Miss Sim Kaur (Deputy Leader of Y9) simkaur@vynersschool.org.uk

Mrs Brown (SLT Link) sbrown@vynersschool.org.uk



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Mr Abraham - Head of Year 9

- Year 9 Tutor Team
- Year 9 Assemblies So Far
- Attendance
- Mental Health & Wellbeing
- Stronger Families & We Strive
- Curriculum Maps & GCSE Options





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The Year 9 Team

SLT Link - Mrs Brown

Year Leader - Mr Abraham

Deputy Year Leader - Miss Sim Kaur

9C	Mr Gunasekera
9F	Ms Dao
9G	Miss Florea
9H	Miss Kaur/Mrs Lally
9J	Mr Alhadeff
9M	Mr Singh
9P	Mr Shah
9W	Miss Woodward



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Plan for the Evening

- 6:00-6:20pm - Mr Abraham Talk
- 6:20-6.30pm - Miss Sim Kaur
- 6:30-6:45pm - Opportunities, Vyners Values & study skills - Mrs Brown
- 6.45 -7.00pm - Tutor Time/Stronger Families/Ms Kendall - SENCO
- 7:00pm - End of Evening

**If you are really keen to speak to We
Strive, Stronger Families or Ms
Kendall let Mr Abraham know**



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Year 9 Assemblies So Far

Two students. Same ability, same teachers, same timetable.

Attendance last year: 95.0%, only 0.1% behind Year 7.



8.30 AM

Morning Tutor Time Deadline

All students must be inside their assigned **tutor room** by **8.30am** every morning. Prompt arrival ensures registers are completed accurately and the day starts on time.

LATE ARRIVAL POLICY



If you arrive late, you will be marked late in the register and must attend a **20-minute detention after school** .



Punctuality matters! Be ready to learn at 8.30am.



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The Importance of Good Attendance

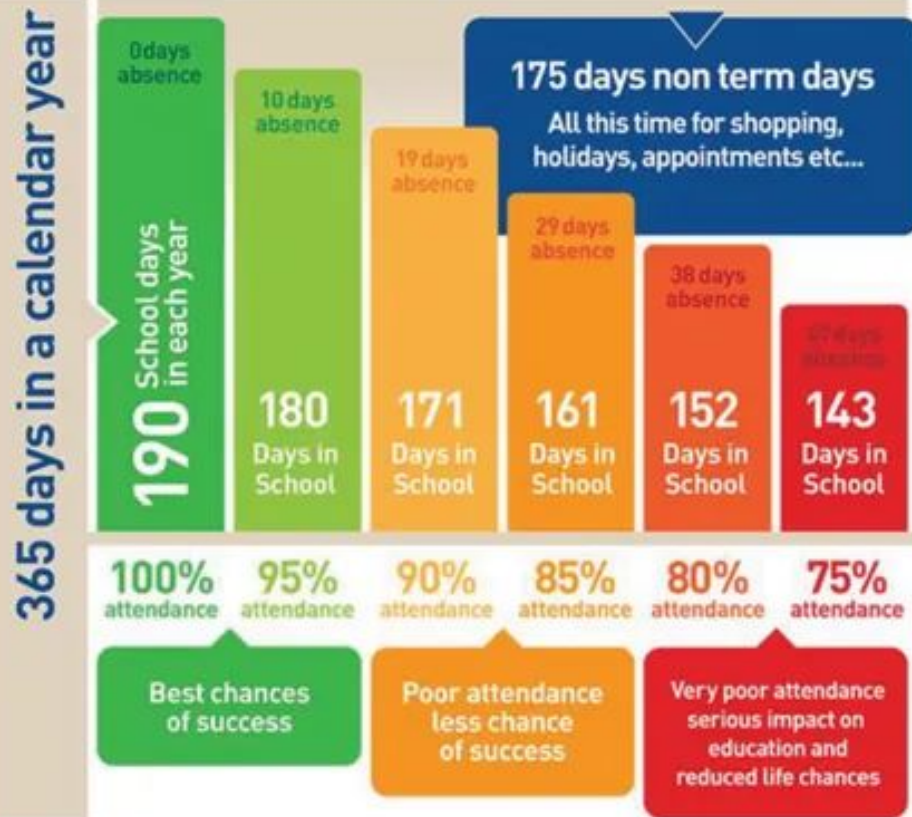
97% is Vyners target

No more than 5.5 days off per year

No term time holidays

Routine appointments in evenings / holidays

Panel Meeting / Fines





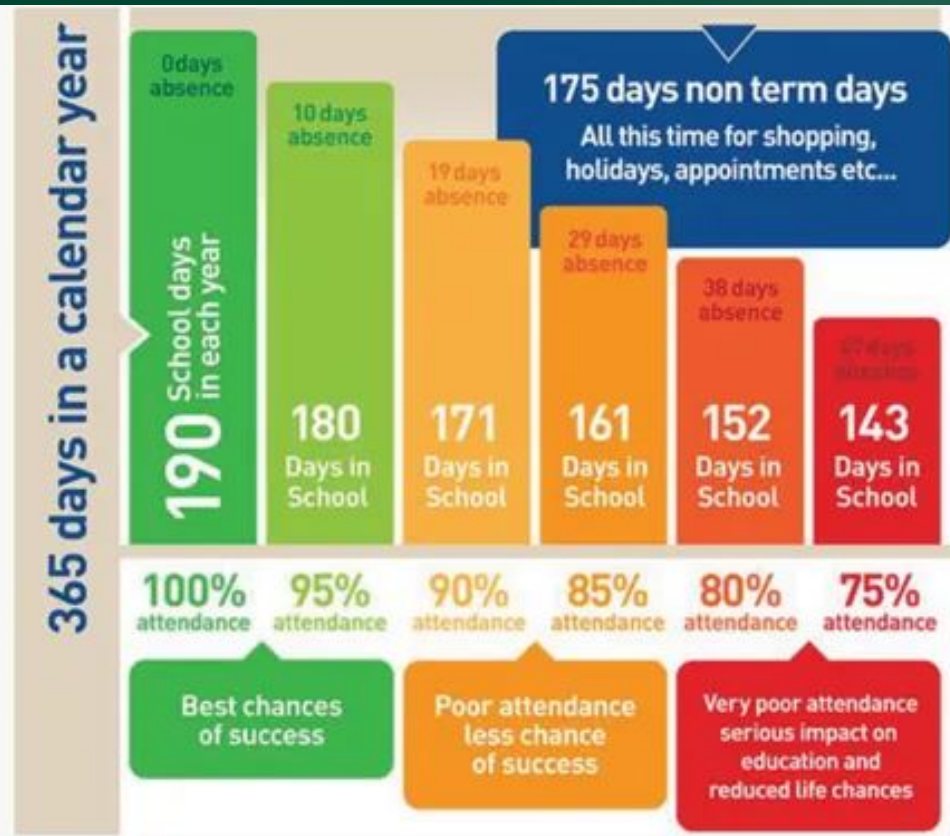
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WHY?

Students who attended Vyners School 90% or below on average got 5 GCSEs at Grades 9-4.

Students who attended Vyners School 97% or above on average got 9 GCSEs at Grades 9-4.





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Attendance during one school year	Equivalent Days	Equivalent Sessions	Equivalent Weeks	Equivalent Lessons Missed	Lessons Missed Over 5 years
95%	9 Days	18 Sessions	2 Weeks	45 Lessons	225 Lessons
90%	19 Days	38 Sessions	4 Weeks	95 Lessons	475 Lessons
85%	29 Days	58 Sessions	6 Weeks	145 Lessons	725 Lessons
80%	38 Days	76 Sessions	8 Weeks	190 Lessons	950 Lessons
75%	48 Days	96 Sessions	10 Weeks	240 Lessons	1,200 Lessons
70%	57 Days	114 Sessions	11.5 Weeks	285 Lessons	1,425 Lessons
65%	67 Days	134 Sessions	13.5 Weeks	335 Lessons	1,675 Lessons



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Mental Health

We believe that educating young people about their mental health is important and aim to help them consider ways to continually work on maintaining good mental health, rather than only focusing on when they are struggling or having a negative experience with their own or others mental health.



Mental Health

In addition to regular tutorial and PSHE sessions we celebrate Mental Health Awareness Days, including:

- World Mental Health Day (October)
- #HelloYellow - youngminds (October)
- Children's Mental Health Week (February)
- Mental Health Awareness Week (May)





Mental Health

Some of the tips students are given:

- Have good sleep routines
- [Exercise](#) - find something you enjoy
- Eat well - balanced diet
- Stay connected - with friends and family, in person as well as online
- Find ways to relax - hobbies (music, art, nature, games)
- Talk - express your concerns and talk them through with someone



Recognising thoughts and feelings

- Negative emotions
- Feeling worried, stressed, nervous or anxious
- Feeling upset or sad
- Short term low mood, lack of motivation or energy



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Mental Health

Internal Support:

- Pastoral team (tutors, Year Leader, student services)
- MHFA trained staff
- Coaching
- Counselling
- Wellbeing google classroom



Mental Health

Internal Support:

- Pastoral team (tutors, Year Leader, student services)
- MHFA trained staff
- Coaching
- Counselling
- Wellbeing google classroom

If you are worried about your child's mental health please contact their tutor or Year Leader who can support or direct you to the right person to help!

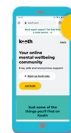


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Mental Health

Signposting:



1 Click on the 'Join Kooth' button located in the centre of the home page of the Kooth website

How to sign up to Kooth.

Kooth is a FREE, anonymous, confidential, safe, online wellbeing service, offering professional support, information, and forums for children and young people.

Access 365 days a year to counsellors who are available from:
12 noon-10pm Monday-Friday
6pm-10pm Saturday and Sunday

Log on through **mobile**, **laptop** and **tablet**.

Now that you are in you can click on the icons at the top of the page to choose from the articles, topic page, forums, or choose to talk to a counsellor by clicking the speech marks next to the turquoise circle.

To talk to a counsellor click on: **"Chat now button"**

To write a message to the team, click on: **"Message the team"**



2 Choose from the drop down box the **location** you are in

3 Click on the **gender** you identify with

4 Choose from the drop down box the **ethnicity** that best fits you

5 Add your **age** and the **month** you were born

6 Click 'continue'



7 Create an **anonymous username** (not your real name) and **create password**

8 Choose from the drop down box to explain where you found out about Kooth



9 Click on the 'create account' button to complete your registration

www.kooth.com

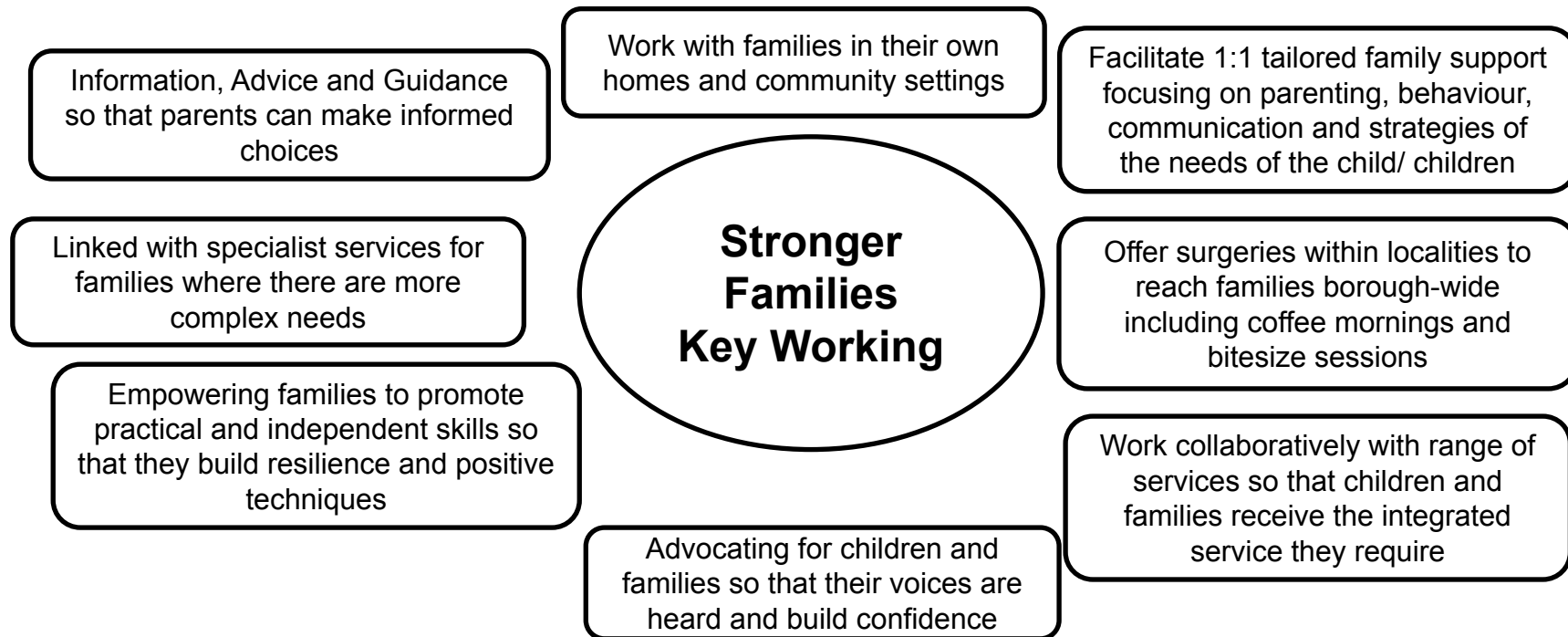
Text **YM** to **05258** for free mental health crisis support, any time of the day.



EVERY MIND
MATTERS



Our service offer



Stronger Families Key Working Service

Who are We?

Consent based service

Age 0 -18

Family setting

Parents focussed

Early Help support

Locality based support

Work collaboratively with range of services

Time limited

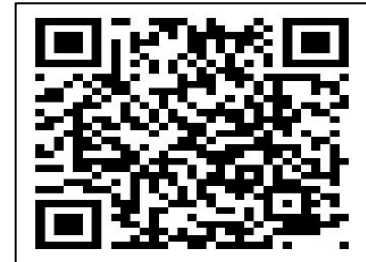
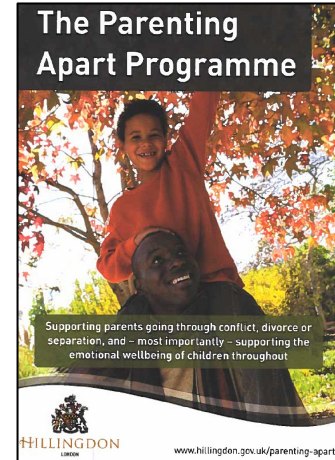


Information

[Parenting Apart Programme - Hillingdon Council](#)

Early help and support for families

[Children, young people and families - Hillingdon Council](#)





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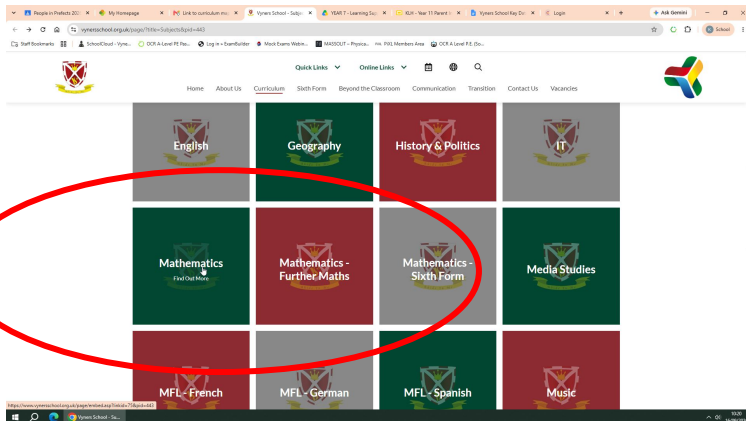
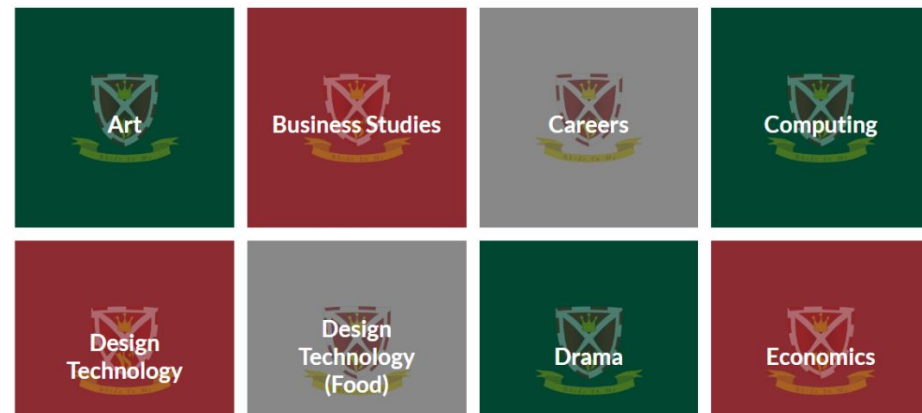
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Subject Curriculum Maps: ([click here](#))

These are really useful tools for parents to support their children.



Click on a subject below to view its Curriculum Map.





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Subject Curriculum Maps: [\(click here\)](#)

HOME → CURRICULUM → SUBJECTS

Subjects

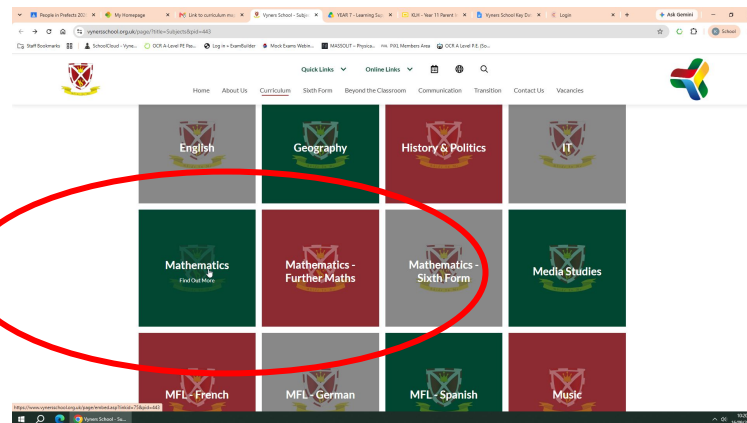
DRAFT 25/26 MATHS Curriculum narrative ... 1 / 21 - 84% +

1

2

3

Mathematics Curriculum Intent	
KS3	The KS3 curriculum is designed to build subject knowledge and understanding. We want students to develop problem solving skills as well as logic skills. To be able to apply mathematical concepts to real life scenarios. To think critically when presented with a problem. To have the ability to apply maths, for example developing financial sense (e.g. pay slips and interest). Students will develop an understanding of how to check mathematical thinking in a logical, coherent way. The KS3 curriculum builds upon their prior knowledge from KS2, and links directly to the KS4 content. This gives all students a firm grounding to build upon at KS4. Students cover the five main domains of mathematics: number, ratio and proportion, algebra, geometry, and statistics and probability. They learn to solve problems in each of the domains. Students are regularly given the opportunity to reflect on their new learning and highlight outcomes as they go along. As students progress through the courses the level of Mathematical knowledge and understanding increases and students are required to link information in a logical manner, developing an appreciation for the interaction of different areas of Mathematics.
KS4 AQA GCSE Specification	Our KS4 scheme of learning covers Number, Shape and Space, Ratio and proportionality, Data Handling and Algebra in such a way that related mathematical concepts and skills can be taught coherently over a sequence of lessons. It therefore includes a wide range of exciting enrichment which provides enjoyment, breadth, and challenge. All strands of work are kept moving forward, topics are revisited over time ensuring that spaced memory retrieval allows concepts to be stored in long term memory. Scaffolding and modeling are used to support students at different levels. Students are regularly given the opportunity to reflect on their new learning and highlight outcomes as they go along. Assessments at regular intervals form part of the learning journey and students are all expected to be a key part of the process where they are given time to reflect on their progress and teachers' feedback after each assessment identifying where they did well and what they need to do to make improvements. Problem Solving is an integrated part of the curriculum and contextual problems provide a grounding in real life which reminds students that the subject has relevance in the world around us. It also provides pupils with the opportunity to learn of possible careers that require the ability to use the Mathematical skills they have studied on their learning journey. As students progress through the courses the level of Mathematical knowledge and understanding increases and students are required to link information in a logical manner, developing an appreciation for the interaction of different areas of Mathematics. At the end of the KS4 course pupils will take the AQA GCSE exam at either Foundation or Higher tier and higher attaining Mathematicians will also be given the opportunity to take the AQA Level 2 Further Mathematics certificate.





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Curriculum Maps in Year 9

Options Evening – Wednesday 20th January

Options form: 22nd January – 4th March

Check the Year 10–11 topics before choosing

See what they are learning this half term

Not sure what to revise? Check the map



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Miss Sim Kaur - Deputy Head of Year 9

Safeguarding team
Keeping Safe website
Weekly snapshots
Online safety





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Safeguarding information for parents

Aims:

- Introduce parents to the safeguarding team.
- Ensure parents how to access safeguarding information and the importance of keeping up to date with weekly safeguarding snapshots. (Newsletter/Year Leader updates).

Vyners Safeguarding Team



Ms Ashe
Deputy Safeguarding
Lead



Mrs Bashford-Hynes
Designated Safeguarding Lead



Mr Millard-Healy
Deputy Safeguarding
Lead



Mr O'Connor
Deputy Safeguarding Lead



Quick Links ▾

Online Links ▾



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Click here

Welcome to
Vyners School

A warm welcome to
Vyners School website

Welcome to Vyners School





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Welcome to Vyners School

Welcome

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Catering

Friends of Vyners

Hearing Impaired Resource Base

Inclusion / Pupil Premium

Mental Health

Safeguarding

Teaching Staff

Values and Ethos

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Calendar

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Governance

House System

Learning Resource Centre

Ofsted

School Policies

Uniform

Click here

A warm welcome to
Vyners School website

[Quick Links](#) ▼[Online Links](#) ▼[Home](#)[About Us](#)[Curriculum](#)[Sixth Form](#)[Beyond the Classroom](#)[Communication](#)[Transition](#)[Contact Us](#)[Vacancies](#)[HOME](#) → [ABOUT US](#) → [SAFEGUARDING](#)

Safeguarding

The Governors and staff of Vyners School fully recognise the school's responsibility for safeguarding children, but also acknowledges the wider role that parents and students themselves have in keeping safe. Students, parents and other stakeholders are reminded of the names of the Designate Safeguarding Lead and Deputies in school;

Designated Safeguarding Lead	Deputy Safeguarding Leads	Local Authority Designated Officer (LADO)
Emma Bashford-Hynes	Adam Millard-Healy, Liam O'Connor & Tara Ashe	Hannah Ives - Contact: Civic Centre tel: 01895 277463

In This Section

[Welcome](#)[Admissions](#)[Alumni](#)[Calendar](#)[Catering](#)[Exam Results](#)[Friends of Vyners](#)[Governance](#)[Hearing Impaired Resource Base](#)

[Home](#)[About Us](#)[Beyond the Classroom](#)[Curriculum](#)[Sixth Form](#)[Communication](#)[Events](#)[Contact Us](#)[Vacancies](#)[Quick Links](#) ▼[Online Links](#) ▼[Values and Ethos](#)

Safeguarding Snapshots

- [The Safeguarding Snapshots can be found by clicking here.](#)

Parents' Guides to Social Media

Please find below some guides for parents regarding various social media platforms:

- [Experiencing Bullying - 08.03.23](#)
- [Setting up parental controls on new devices - 21.12.23](#)
- [Social Media and Mental Health - 08.12.23](#)
- [Keep Children Safe Online Over Summer](#)
- [Parents Guide to dealing with upsetting content](#)
- [Parents Information - OFCOM, Media Use and Attitudes Report](#)
- [Parents Guide to help combat Online Bullying](#)
- [Parents Guide to Facebook](#)
- [Parents Guide to Facebook Messenger](#)
- [Parents Guide to WhatsApp](#)
- [Parents Guide to Discord](#)
- [Parents Guide to Group Chats](#)
- [Parents Guide to YouTube](#)
- [Parents Guide to TikTok](#)
- [Parents Guide to Wizz](#)
- [Parents Guide to the Metaverse](#)
- [Parents Guide to YUBO](#)
- [Parents Guide to NFTs](#)
- [Parents Guide to Call of Duty: Modern Warfare II](#)
- [Parents Guide to Overwatch 2](#)



Striving for Excellence

Support

Procedures

Education

Communication





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Thank you for listening!

Any questions?



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Mrs Brown - Assistant Headteacher

Super Curriculum & Opportunities

Vyners Values

Study Skills





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The Vyners Super Curriculum

The Super Curriculum provides you with a range of suggested activities that take the regular curriculum *further*.

They take the subjects studied in the classroom *beyond* that which is taught.





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The Vyners Super Curriculum

The initiative is simple, each subject gives recommendations for: **events, shows, games, matches, fixtures, tours, fayres, podcasts, wider reading, visits, attractions, exhibitions, installations, and museums.**

Students can pick from the options and then complete individually, with parents or with friends.





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Accessing Super Curriculum

In the Parent Zone
on the google
classroom, click
Super Curriculum.

The screenshot shows the Vyners School website. The top navigation bar includes the school crest, the name 'Vyners School', and the tagline 'Striving for Excellence'. Below this is a 'Quick Links' section with a dropdown menu. The 'Parent zone' is highlighted in the navigation bar. A blue arrow points from the text 'In the Parent Zone on the google classroom, click Super Curriculum.' to the 'Super Curriculum' link in the 'In This Section' sidebar. The main content area lists various links for parents, including 'Calendar', 'Co-Curricular Timetable - 2023/24', 'Cycling to School', 'EduLink Parent Portal', 'Friends of Vyners', 'Keeping your children safe online', and 'Letters Home and Newsletters'. The bottom of the page shows the school's contact information and a footer with the date '27/09/2024'.

Vyners School Staff Links | Year 9 2024-2025 - Google | 1) Year 9 - Parent Info In... | Fwd: Michele Cronin 9f... | Vyners School - Parent z... | +

← → ↻ 📄 yynersschool.org.uk/page/?title=Parent+zone&pid=77 ☆ 🗑 ⋮

📁 Staff Bookmarks 🧑 SchoolCloud - Vyne... 📄 Cambridge National... 🔄 OCR A-Level PE Pas... 📅 11. Bullying Incident... 📅 YEAR LEADERS PAD... 📄 Log in » ExamBuilder 📁 All Bookmarks

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HOME → HOME → PARENT ZONE

Parent zone

Please select the link you require.

- [Calendar](#)
- [Co-Curricular Timetable - 2023/24](#)
- [Cycling to School](#)
- [EduLink Parent Portal](#)
- [Friends of Vyners](#)
- [Keeping your children safe online](#)
- [Letters Home and Newsletters](#)

Options for KS4 and KS5
<https://www.vynersschool.org.uk/page/?title=Super+Curriculum&pid=379>

In This Section

- [Super Curriculum](#)
- [Parental Engagement](#)
- [Musical Instrument Purchase Scheme](#)
- [Options Brochures](#)
- [Vyners School Futures Fund](#)
- [Safeguarding Snapshots](#)

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The Vyners Super Curriculum

The 'Why': Aspiration

In the future, employers, apprenticeships and universities will be interested to hear about what extracurricular activities have been engaged in.

They will be interested in what has been learnt at school and outside of school and impressed by the initiative that has been taken.



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Leadership opportunities for Year 9

Duke of Edinburgh

Sustainable Travel and Road Safety - Mr Heath

Equality and Diversity - Mrs Bashford-Hynes/Mr Mullings

Eco Group - Mrs Brown/Mr Heath

Student Voice & The House Cup - Mr McLeod

Prefects - Y10 into Year 11





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Travel for Life by TfL

1. Reduce congestion
2. Improve road safety
3. Improve health and wellbeing

Students at Vyners should be travelling to and from school in an **active** and **sustainable** way.

- **Reduce the traffic**
 - **Use Warren Road safely!**
- Students and parents!**



SCHOOL ZONE

NO PARKING! NO DROP OFF!





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Duke of Edinburgh Bronze

DofE is a life-changing adventure you don't want to miss.

It's about going the extra mile – learning new skills for work and life, getting fitter, making a difference and broadening your horizons.

Millions of young people in the UK have already done their DofE.





There's loads to choose from — most activities can count towards DofE.

Maybe your child wants to try something new? Or get better at something they already do? DofE can be whatever your child wants it to be.

Activities for each section take a minimum of one hour a week over a set period of time, so they can fit in around studies and life outside school.

Bronze (Year 9+)	Volunteering 3 months	Physical 3 months	Skills 3 months	Expedition 2 days 1 night
	Plus a further 3 months in either the Volunteering, Physical or Skills section			



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Why do it?

- Have lots of fun
- Get healthier and happier
- Meet incredible people and make lasting friendships
- Have amazing new experiences
- Find talents and passions you didn't know you had
- Gain skills that employers value, which you can use on your CV
- Become more confident and independent
- Stand out from the crowd in college, university and job applications
- Make memories that will last a lifetime.





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Our Vyners Values

Community, Aspiration, Respect, Endeavour

Creating Intrinsic Learners

Creating Lifelong Learners

Creating Curious Learners



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Creating Curious Learners



Lets try ...

Year 9 students often revise by simply reading information ...

Science: Light takes **8 minutes and 20 seconds** to travel from the Sun to Earth.

History: The First World War ended on the **11th hour of the 11th day of the 11th month** in 1918.

Geography: **71%** of the Earth's surface is covered by water.

English: Shakespeare invented over **1,700 words**, including *lonely*, *elbow*, and *swagger*.

Maths: A **polygon** with 12 sides is called a *dodecagon*.

Biology: Human lungs have a surface area roughly the size of a **tennis court**.

Chemistry: **Gold** is the only metal that is naturally yellow or golden.

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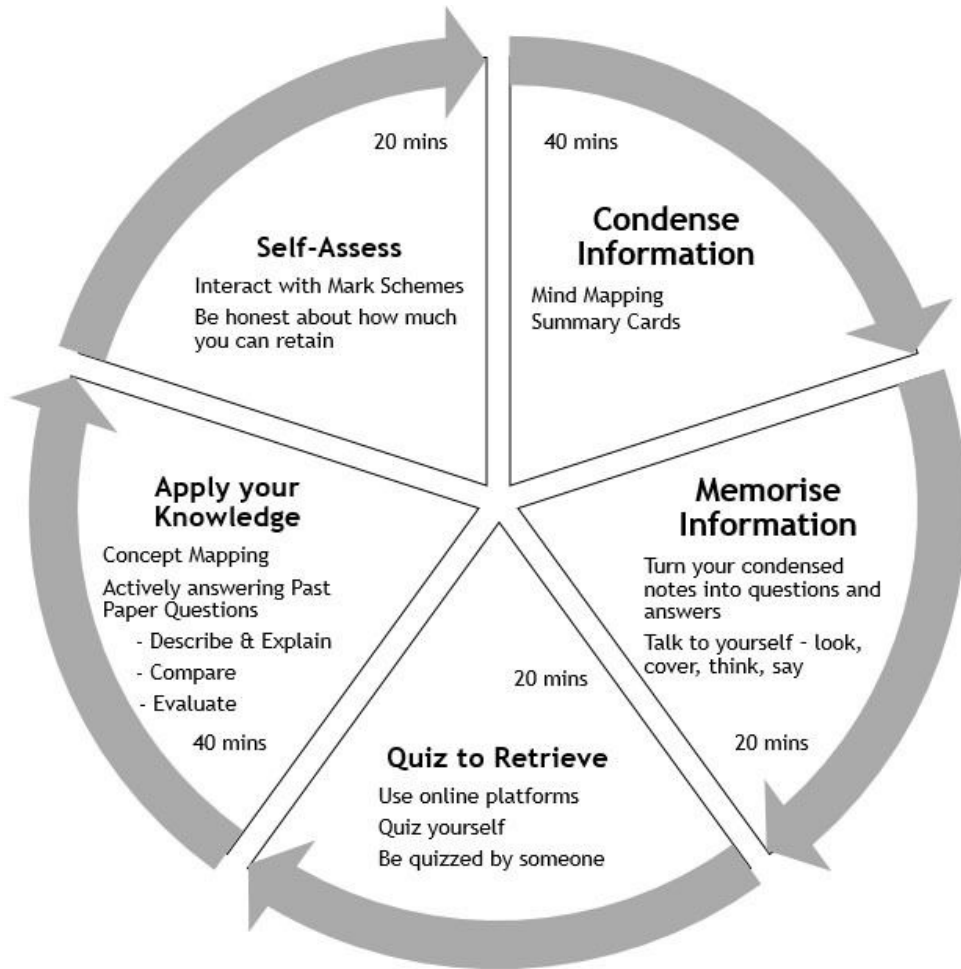
Maths: A **polygon** with 12 sides is called a *dodecagon*.

Biology: Human lungs have a surface area roughly the size of a **tennis court**.

Chemistry: **Gold** is the only metal that is naturally yellow or golden.

When students re-read, it feels easy—creating an illusion of competence. But memory is built when the brain works hard to retrieve information. That uncomfortable feeling of trying to remember is actually learning happening.

But ... revision is not just reading, it takes time, technique and skill!



10 tips to prepare for your first exam

by @inner_drive | www.innerdrive.co.uk



1 Space out your learning



6 Avoid looking at your phone



2 Test yourself



3 Schedule in time for yourself



7 Surround yourself with positive people



8 Use positive self-talk



4 Exercise regularly



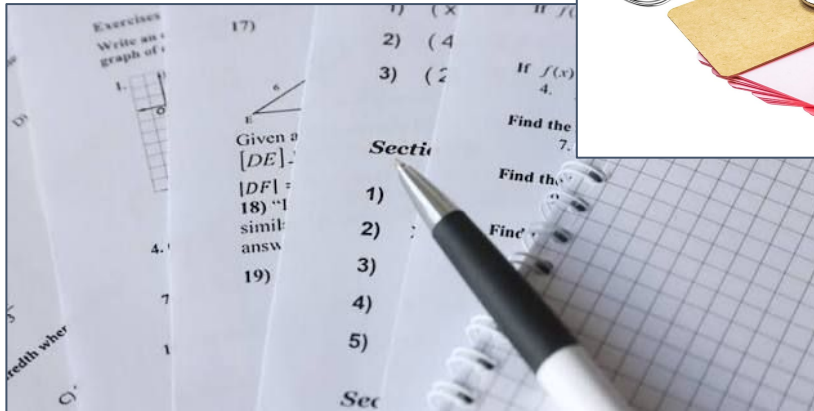
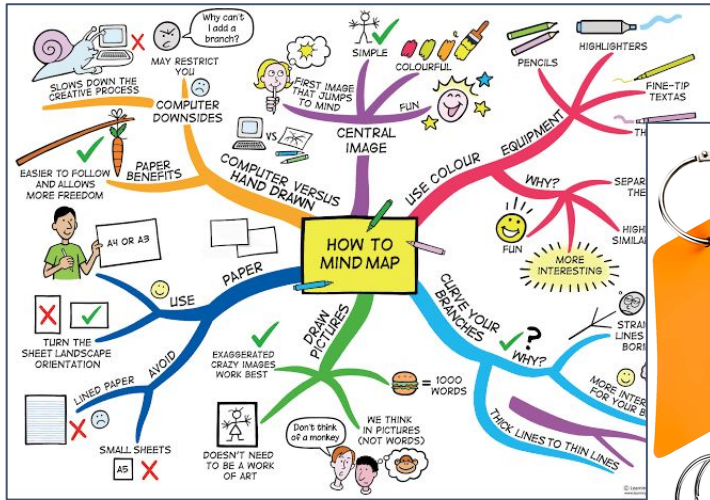
9 Get enough sleep

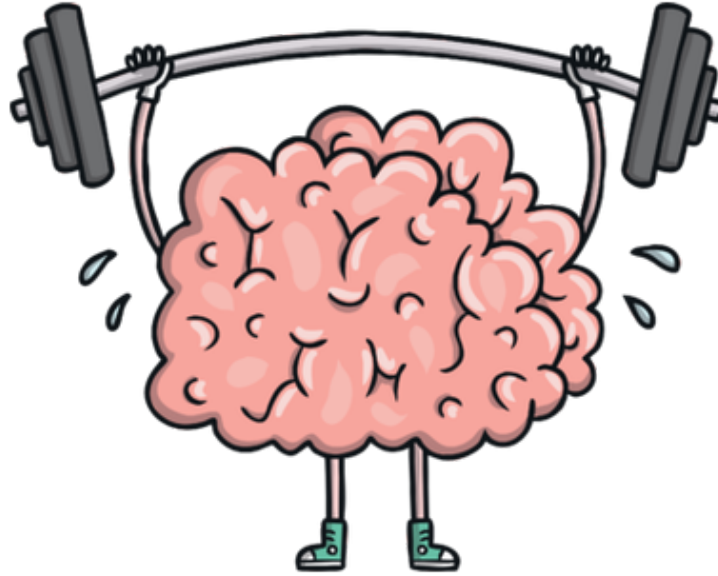


5 Ask your teachers and support system for help



10 Visualise yourself in the exam hall





Study Skills: **Getting Started...**

How can parents help? Creating a Study Space

Priming the environment. Create a study space - this needs to be somewhere tidy, quiet and without distraction...

Mix it up. Remember, they don't have to be chained to their desk. When in the car or walking somewhere they might want to test themselves with flashcards, internally recite information or speak learning aloud.

Avoiding distractions - Students WILL concentrate better without distractions, simply being able to see a phone, even if it's not their, reduces attention, concentration and performance by 20% (*Thornton et al, 2014*)

Do not listen to music while studying. Although we all pretend it's a way of focusing, the science says otherwise - Studying in silence can improve exam performance by 60%, compared to listening to music with lyrics.



How can parents help? Organisation

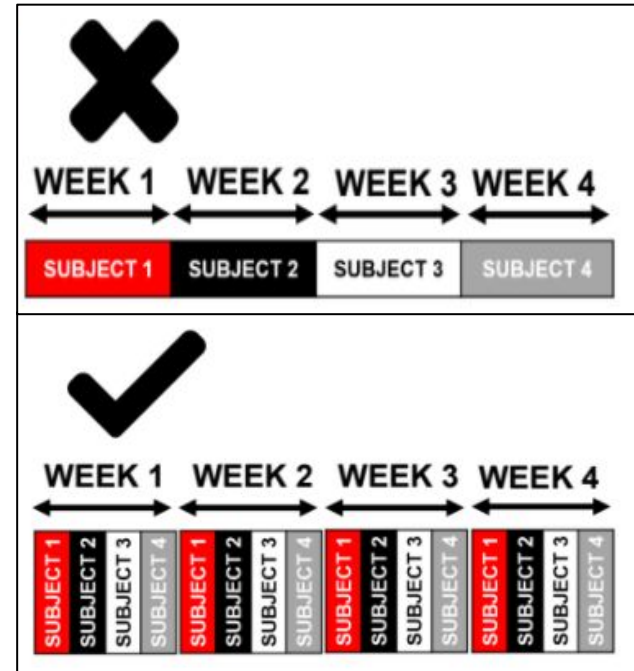
Teach organisation skills not related to learning i.e. keeping their room tidy, possessions where they should be.

Time management - allow them to try and plan their days - support them in doing this so it is a skill they begin to learn.

Little and often - don't cram! The science shows it doesn't work! (*Dunlosky et al, 2013*)

Variety - ensure they try to use a range of strategies to keep it interesting. Revision is hard. Students need to keep it engaging.

Interleaving - Studies show this is the best way to approach revision. Revise a variety of subjects each day / week, rather than focusing on one.



How can parents help? Organisation

Creating a revision timetable is a great way to help all of this. This will ensure students cover all subjects consistently. Support them in creating one around your family commitments.

It's important that this is realistic, otherwise students will not do it, and will start to feel negative, overwhelmed and will avoid it completely.

Start by making a list of all subjects and topic areas. Discuss upcoming assessments and work backwards - giving your child enough time to cover everything.

Break the timetable into 30 minute sessions. This will help make it realistic and manageable.

Ensure that you factor in other commitments, self care and socialising.



FIRST - put in non-negotiables. This is showering, eating, any other commitments.

THIRD - Leave some free for unpredictability. If plans change the timetable can change

You may want to plan this out each Sunday and change it up each week **OR** keep it consistent.

[illegible]

How can parents help? Digital Wellbeing

While computers, phones, screens are inevitable and important part of studies, there are disadvantages as well as advantages.

Digital Downsides include:

Distraction. Social Media can act as a tempting distraction, hugely impacting productivity and focus.

Screen time. Has a detrimental impact on sleep patterns.

FOMO. Fear of Missing Out - anxiety driven fear that you're missing out on loads of fun plastered over your socials, making students not want to stay at home and revise.

Try to limit social media use or use as a reward!

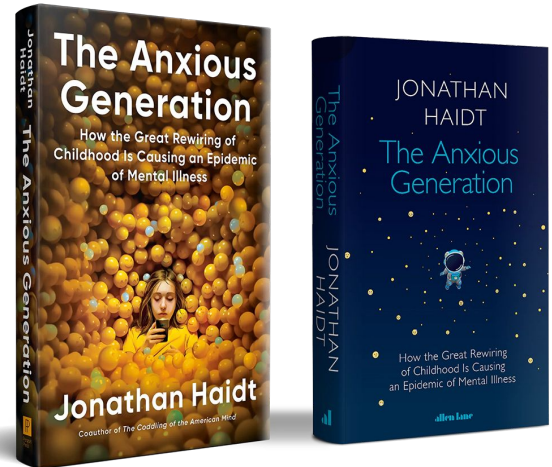


Devices

Advice from the National Institute for Health and Care Excellence. (NICE) suggests that children should have screen free days or have a two hour limit on the time spent in front of screens during the week.

Device time stimulates the 'reward centre' of the brain, acting as a digital drug, so young people want more and more - **We cannot compete with that!**

Children who spend more than two hours a day playing video games or using a computer or smartphone are more likely to have emotional, social and attention problems.





How else can you help with this mission?

Rather than asking your child what they did at school today, ask them to teach you something new they learnt.

Praise effort over achievement.

Engage with the school and opportunities available.

Encourage all subjects! Each subject is a GCSE which will go towards their average point score (APS) so all are important!



Vyners School

Striving for
Excellence

Thank You