

Year 9 Live Event

Miss Joyce

Assistant Principal

Y9 Raising Standards Leader



Year 9

- Progress, Assessment
- Pastoral Care and Well Being
- Uniform, Behaviour and Attendance
- Education with Character



Our shared values:

Hard work – *What we do*

We achieve greatness by working hard

Integrity – *What we have*

We do the right thing because it is who we are

Excellence – *What we achieve*

We will be better today than we were yesterday

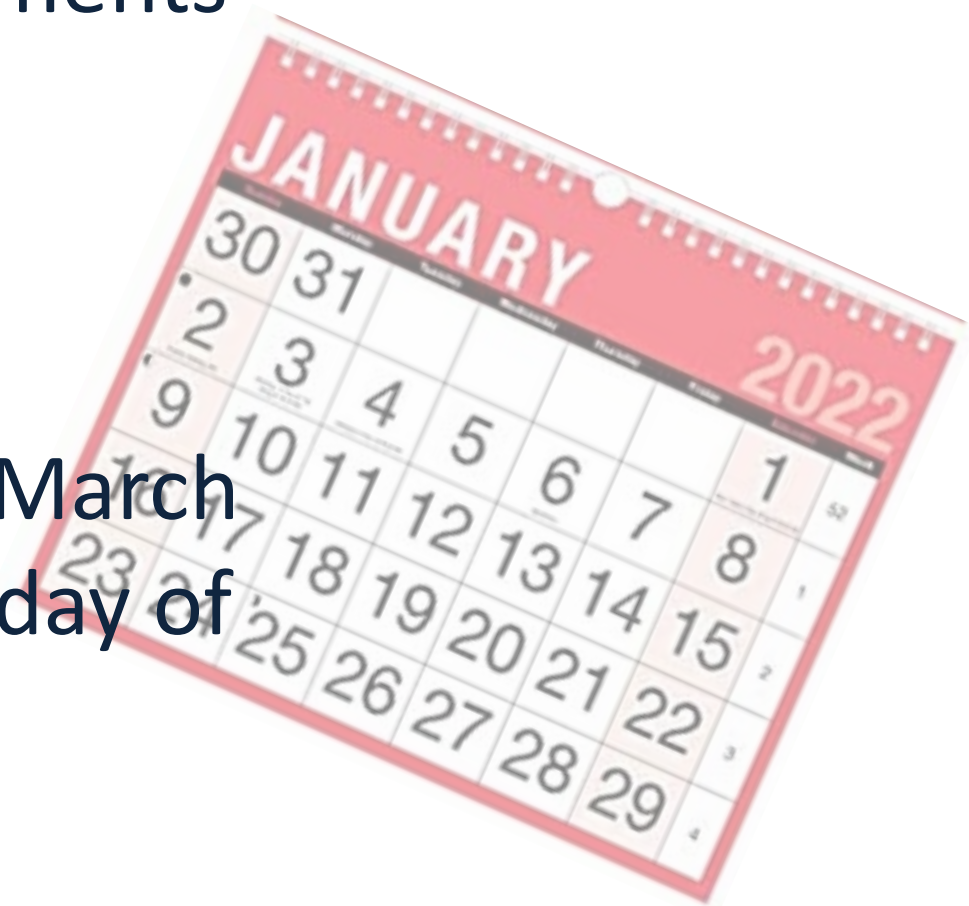


Role of the Raising Standards Leader

- **Support the academic progress of all Y9 students**
- Mentoring
- Attendance support
- Quality Assurance of lessons
- Analysing Y9 data with KS3 RSL lead
- Communication with all stakeholders; including students and parents
- Third weekly assembly with Y9 students to support with their academic learning

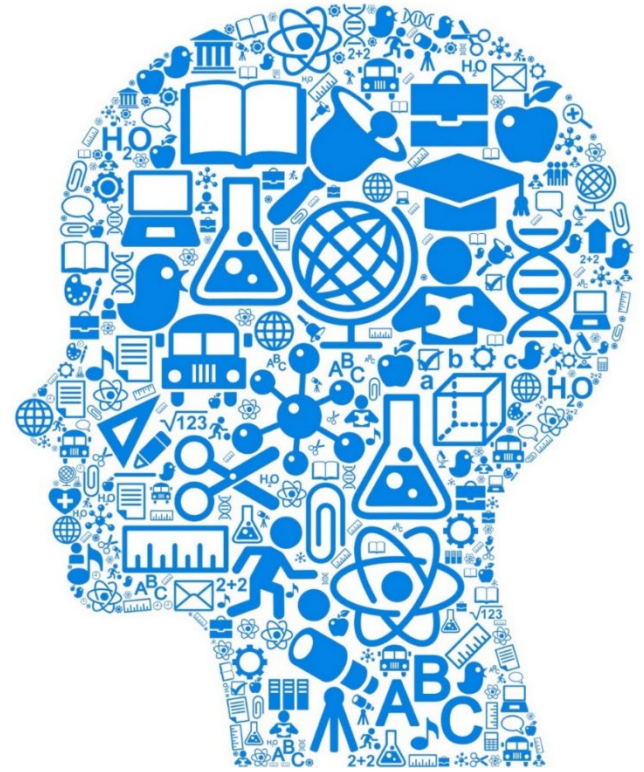
Y9 Dates for the Diary:

- KS3 mid-year assessments w/c 13th January
- Parents Evening 30th January
- Options evening 6th March day after our whole day of PSHE



How do I know how well my child is doing?

- Parents evening
- Mid-year and EOY assessments
- KS3 reports are sent home twice a year
 - You will find an overview of how well they are doing in each subject including results from their assessments
 - You will also find their RAG for their attitude to learning (A2L)
- Can always email teachers directly



KS3 Report

End of Year Report

Name: Jo Smith
Mentor Group 9 E1

| Subject | Attitude to Learning | Assessment % | Average % | Highest % |
|------------------------------------|----------------------|--------------|-----------|-----------|
| Art Miss Bishop | AMBER | 43% | 67%- | 98%- |
| Drama Mr Parkinson | GREEN | 56% | 58% | 100% |
| English Miss De La Mare | SAPPHIRE | 47% | 62% | 100% |
| Food & Nutrition Mr Smith | GREEN | 33% | 45% | 97% |
| Geography Mr Jeffery | GREEN | 46% | 46% | 93% |
| History Miss McCaffrey | GREEN | 30% | 42% | 92% |
| Mathematics Mr Brown | GREEN | 34% | 60% | 100% |
| Music Mr Parkinson | GREEN | 39% | 56% | 91% |
| PE Mr Holt | GREEN | 67% | 57% | 100% |
| Religion & Worldviews Mr Bowden | GREEN | 35% | 54% | 100% |
| RM/GC Mr Smith | GREEN | 67% | 63% | 99% |
| Science Dr Schafer | GREEN | 28% | 39% | 82% |
| Spanish Mr Guillen Arealos | GREEN | 40% | 72% | 100% |

Attitude to learning grade:

Sapphire – Excellent behaviour and attitude to learning

Green – Good behaviour and attitude to learning

Amber – Behaviour and attitude to learning requires improvement

Red – Poor behaviour and attitude to learning

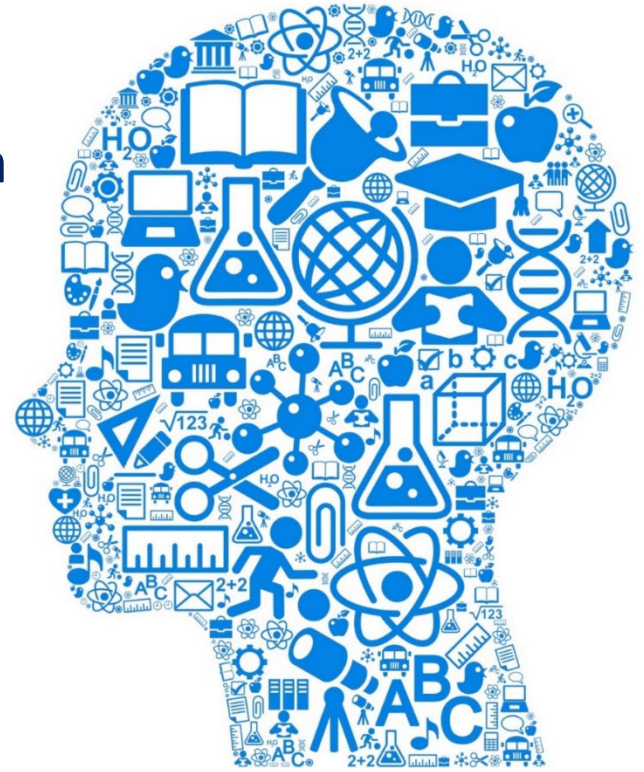
Points for discussion

- Attitude to Learning
- Attendance
- Assessment percentage
- Targets they could set



How can I support them?

- Help set them up for success
 - When is your homework due in your subjects this year?
 - What will your assessments look like in your subjects this year?
- When in doubt, reach out
 - You can email info@shoreham-academy.org to request staff email addresses



How can I support them?

The screenshot shows a web browser displaying the Shoreham Academy website. The page is titled "Curriculum Plan" and features a navigation menu with options like "About Us", "Information", "Sixth Form", "Staff", "Students", "Parents", "News & Events", and "Contact Us". The main content area is titled "Curriculum Plan" and includes a sub-heading "7-year curriculum plans by KS3 subject". Below this, there is a list of subjects with links to click: English, Maths, Science, History, Geography, French, Spanish, Design and Technology, Food and Nutrition, Art and Design, Music, Physical Education, IT & Computing, and Dance. The left sidebar contains a list of "Information" links, with "Curriculum Plan" highlighted. The top of the page features the Shoreham Academy logo, the tagline "The best in everyone™", and the motto "INTEGRITY HARD WORK EXCELLENCE". The bottom of the page shows the Windows taskbar with various application icons and the system tray displaying the time as 15:59 on 11/09/2023.

Shoreham Academy
The best in everyone™
Part of United Learning

Select Language | 01273 274100
info@shoreham-academy.org

INTEGRITY | HARD WORK | EXCELLENCE

About Us | Information | Sixth Form | Staff | Students | Parents | News & Events | Contact Us

Information > Curriculum > Curriculum Plan

Curriculum Plan

7-year curriculum plans by KS3 subject

- English [Click Here](#)
- Maths [Click Here](#)
- Science [Click Here](#)
- History [Click Here](#)
- Geography [Click Here](#)
- French [Click Here](#)
- Spanish [Click Here](#)
- Design and Technology [Click Here](#)
- Food and Nutrition [Click Here](#)
- Art and Design [Click Here](#)
- Music [Click Here](#)
- Physical Education [Click Here](#)
- IT & Computing [Click Here](#)
- Dance [Click Here](#)

Information

- Academy Day and Term Dates
- Admissions
- Alumni
- Attendance
- Careers
- Covid Catch Up Premium
- Curriculum
- Curriculum & Assessment Vision
- Curriculum Plan**
- KS4 Options Subject Guides
- PSHE & RSE Curriculum
- Citizenship & British Values
- E-safety
- Gateway Centre
- Governing Body

The Power of YET – Growth Mindset

“I don’t get it”
“I can’t do this”
“This doesn't work”



“I don’t get it yet”
“I can’t do this yet”
“This doesn't work yet”

10



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

What does a lesson look like?

- Students are met at the door
- Complete a 'Do Now'; This is an opportunity for students to recap learning
- I/We/You
- Homework set
- Specific student support
- Live feedback
- Reading is modelled
- Key vocabulary is taught and checked for understanding
- Written work is expected to be presented carefully, with dates titles and be revision ready
- Oracy opportunities
- Key take away

How can I support at home?

- **Echo messages of good attendance and every moment counts**
- *Get up and get dressed- you are ready now, let's go!*
- **Encourage a healthy sleeping routine**
- *What time do they normally start winding down for bed? What IT do they have access to in their room?*
- **Encourage and model reading**
- *What are you reading in mentor time? What new vocab have you learnt this week?*
- **Ensure your child has a space to work at home**
- *See ideal example in photo*
- **Engage with their learning and chosen pathways**
- *What subjects interest you most? Have you looked at what you would need to study to be...*



Firefly – a rich resource and where HW is set

| | |
|---|--------------------------|
| • | Information Technologies |
| • | Dance |
| • | Design & Technology |
| • | Drama |
| • | English |
| • | Food & Nutrition |
| • | French |
| • | Geography |
| • | German |
| • | Graphics |
| • | History |
| • | Health |
| • | Maths |
| • | Media Studies |
| • | Music |
| • | PE |
| • | Photography |
| • | Religion & Worldviews |
| • | Science |



Learning+10
Home



Art



Business



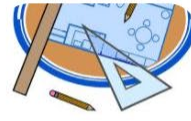
Computer
Science



Information
Technologies



Dance



Design &
Technology



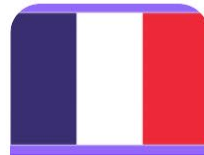
Drama



English



Food &
Nutrition



French



Geography



German



Graphics



History



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Part of United Learning



United Learning
The best in everyone™

ACES_s

ACademic

Extra

Study

Space

COMING SOON!

Watch out for more details in the weekly email from Mr Coupe.



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Year 9 Maths- Director of Maths- Mr Powell



sparx

What exactly is Sparx Maths Homework?

- Sparx homework is tailored to your child, and should offer them just the right level of challenge, based on the topics that their teacher has set.
- Homework contains 3 elements: Compulsory, Optional and Target.
- All questions in the Compulsory section must be answered correctly for the homework to be marked as complete.
- Each task bar will show as green when fully complete. For the homework to be classed as complete, all task bars for that homework need to be fully green. The percentage of homework complete will show on the menu page:

<https://sparx.co.uk/>

The screenshot shows the Sparx Homework interface. At the top, it says 'sparx Homework' and '44 XP' for 'Y7-Demo Student 13'. On the left, there are three categories: 'Compulsory' (3 new, 1 started), 'Optional' (4 new), and 'Target' (None available). The main area shows a message: 'You must correctly answer all these questions before we consider your homework to be complete and ready to be handed in. Your compulsory homework contains questions around the topic(s) set by your teacher, plus a smaller number of revision questions and questions around topics that you've recently covered. The questions are tailored to your level of understanding.' Below this, a section titled 'Homework due Monday 25th May' shows a progress bar at 17%. A table lists five homework tasks: Homework Task 1 is 'Completed' (green bar), while Homework Task 2, 3, 4, and 5 are 'New' (orange bars).

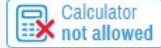


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Task being completed

Bookwork code: C20



Bookwork code that needs to be written down next to workings out

Work out $7 - 1$

Video tutorial of the skill

< Back to task

Watch video

Answer >



- Here's an example of good bookwork; as you can see all workings and wrong answers have been recorded:

| <u>Task 1</u> | | | |
|---------------|--|---------------|---|
| D40 | $12 + 13 = \underline{\underline{25}}$ ✓ | E41 | $P(\text{yellow}) = \frac{3}{6}$ ✗ |
| E50 | $4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{\underline{22}}$ ✓ | F51 | $P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓ |
| F60 | $\begin{matrix} 12 : 18 \\ \div 6 \quad \div 6 \\ \hline 2 : 3 \end{matrix}$ ✓ | <u>Task 2</u> | |
| H70 | $\frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{\underline{21}}}$ ✗ | G61 | All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓ |
| J90 | $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ | | |

- If a student fails a bookwork check in Sparx, they will need to re-do the question, even if they originally gave the correct answer. This is to encourage them to record their workings.



Example: Sparx Book Presentation

Notes

Question and answers

well done!

Marked with red pen

Amazing!!

Saturday the 29th of September 2018
homework due: Tuesday 2nd

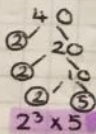
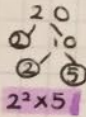
key words!

- highest common factor
- HCF
- Prime factorisation
- factor tree
- Venn diagram

example questions!

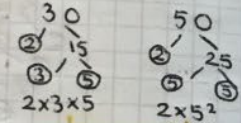
① What is the HCF of 20 and 40?
HCF = 20 ← When one number is a multiple of the other the HCF is the lowest number!

② Write 20 and 40 as a product of primes?

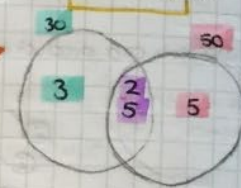


To get the HCF you do $2 \times 2 \times 5!$

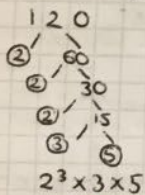
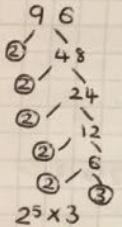
find the HCF of 30 and 50 = 10



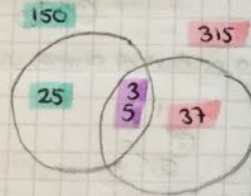
Venn diagram method



find the HCF of 96 and 120 = 24



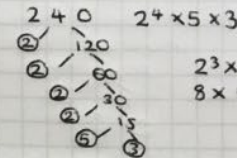
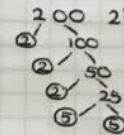
$150 = 2 \times 3 \times 5^2$, $315 = 3^2 \times 5 \times 7$
What is the HCF of 150 and 315? 15



Venn diagram method

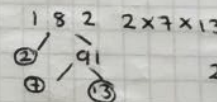
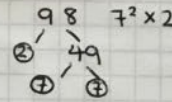
Highest common factor (prime factorisation)

① find the HCF of 200 and 240 = 40 ✓



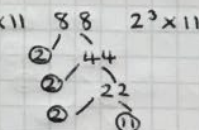
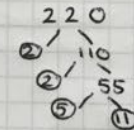
$2^3 \times 5 = 40$
 $8 \times 5 = 40$

② find the HCF of 98 and 182 = 14 ✓



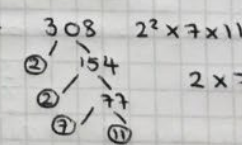
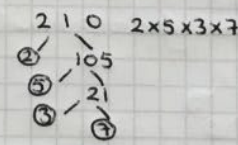
$2 \times 7 = 14$

③ find the HCF of 220 and 88 = 44 ✓



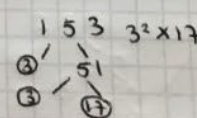
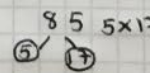
$2^2 \times 11 = 44$

④ find the HCF of 210 and 308 = 14 ✓



$2 \times 7 = 14$

⑤ find the HCF of 85 and 153 = 17 ✓

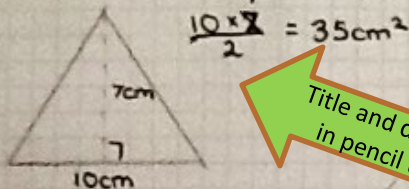


Example: Book Presentation

Volume of a solid shape 6.5.16

Starter:

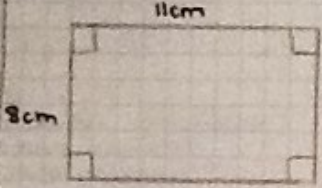
Area of the triangle



$\frac{10 \times 7}{2} = 35 \text{ cm}^2$

$A = \frac{b \times h}{2}$ $A = \frac{b \times h}{2}$

Perimetre and area of the rectangle



$P = 38 \text{ cm}$
 $A = 88 \text{ cm}^2$

$A = L \times W$ $P = L + W + L + W$

Formulae

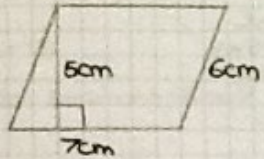
Parallelogram:
Area = base \times vertical height
 $A = bh$

Trapezium:
Area = (half the sum of parallel sides) \times height
 $A = \frac{a+b}{2} \times h$

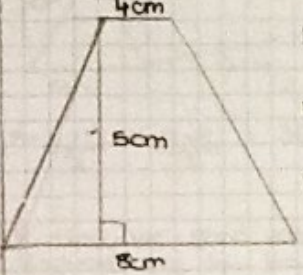
Example:

1) Area of this parallelogram

$A = b \times h$ $A = 7 \times 5$ $A = 35 \text{ cm}^2$



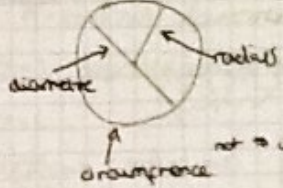
2) Area of this trapezium



$A = \frac{a+b}{2} \times h$
 $A = \frac{4+8}{2} \times 5$
 $A = 30 \text{ cm}^2$

Circles

$A = \pi r^2$
 $C = \pi d$



(A) $\pi = 3.14$

Title and date underlined in pencil using a ruler

Margin ruled in pencil

Subheadings

Diagrams drawn in pencil using a ruler if appropriate

Sparx Maths

YOUR MATHS TEACHERS ARE HERE TO HELP YOU!!!

- Please support your children in their efforts to complete their homework and remind them when you receive Sparx messages
- Please do not support too much with the actual Maths- students should be working independently, assessing their knowledge. The platform is adaptive, and homework can and has become increasingly difficult for students that have received too much parental/sibling/carer support.



Shoreham “Maths” Standards

▪ Equipment

- Red and black pens, pencils, ruler, rubber and scientific calculator (classwiz FX-83GTCW-W purchased through Arbor is the cheapest option).
- Protractor and Compass will be required for certain lessons and ALL exams.

▪ Sparx Homework

- 100% completion, not accuracy. You can get things wrong and try again with book handed in on deadline day
- You have 7 days to complete
- Seek support from your teacher if you become stuck to help you with the questions- email them or see them in person
- “I didn’t get it complete because I was stuck on a few questions” will not suffice. You must seek help if you need it, you must allow time to seek help.
- The only way you will not achieve 100% in your homework is if you leave it until the night before, or you get stuck and do not ask for support.



Year 9 English – A message from Mr McMullen, KS3 English



- We will start the autumn term by reading some non-fiction texts that feature themes of identity and relationships. This unit explores important modern societal issues. After the October half term, we will move on to study J.B Priestley's play An Inspector Calls. Students will require their own copy of this text.
- In the spring term, students explore some modern poetry that is inspired by ancient mythology.
- In the summer term, students study King Lear by William Shakespeare. Purchasing this text is not necessary as we will provide booklets that the students will work from.



Equipment required for each lesson:

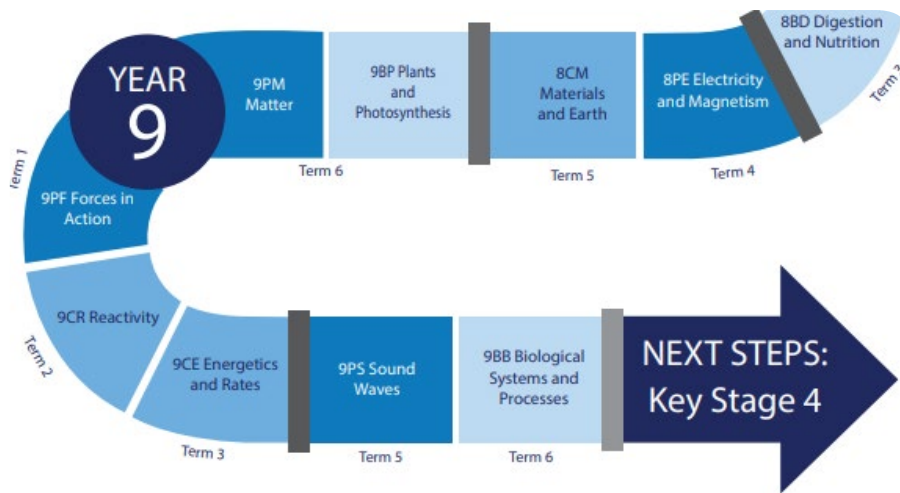
Black pen + spare
Red pen + spare
Glue stick
Ruler
A highlighter

Optional

Pocket dictionary

Homework

1. Each week, students will be set 30 minutes of Sparx Reader tasks to complete which will be due in their first English lesson each week.
2. Students will also be set extra revision tasks in the lead up to mid-year and end-of-year assessments.



- Students will be taught information in topics throughout the year and will alternate between Biology, Chemistry and Physics. The topics taught this year are 9PM Matter, 9PF Forces in Action, 9CR Reactivity, 9CE Energetics, 9PS Sound, 9BB Biological systems. We will aim to complete KS3 teaching June. This will give us time to start at least one KS4 module by the end of the year.
- Homework.
Year 9 homework will be set weekly and will be based on Seneca. It will be current learning with some previous learning from year 7 and year 8. We will expect you to complete the homework and achieve a minimum of 75%.
If you achieve less then we will expect you to retake the test and try to improve your score.



Year 9 Homework

- Developing regular homework habits
- Parents can access Firefly to see what homework has been set
- Around 4 weeks prior to the KS3 Mid year and end of year assessments we stop setting homework and start revision tasks

| Subject | Approx Time |
|------------------|--|
| English | 60 mins |
| Maths | 60 mins |
| Science | 45 mins |
| MFL | 30 mins |
| Hums | 30mins |
| Personal Reading | Reading each week until they reach 300 Sparx reader points |

Revision Strategies

- All students will be supported on how to effectively use a variety of revision strategies (revision cards/ knowledge organisers etc.)



Logins

- Firefly
- Sparx for maths homework: SA login details
- Sparx reader: SA login details
- Seneca (username: school email address. Password: seneca2020)
- Arbor Parent Portal – personal email and password set when you registered.

(Any issues with this please email info@shoreham-academy.org)

Pastoral Support & Wellbeing



The Pastoral Team

Gold

Head of School:
Mr Edwards

Pastoral Managers:
Mrs Carter
Mr Griffiths
Mr Smith

Emerald

Head of School:
Mr Frimpon

Pastoral Managers:
Ms Smith
Ms Clark

Sapphire

Head of School:
Ms Ballinger

Pastoral Managers:
Mrs Molli
Mr Riyami

Y9 Mentors

| | |
|------------|-------------|
| 9G1 | Hugh Finzel |
| 9G2 | Mark Bowden |
| 9G3 | Flo Ashley |

| | |
|-------------|----------------|
| 9 E1 | Ed Hill |
| 9 E2 | Sarah Knowlden |
| 9 E3 | Lisa Schafer |

| | |
|------------|---|
| 9S1 | David Butler (Mon - Thurs) Sara Toe (Friday) |
| 9S2 | Joe Benn |
| 9S3 | Coralie Gregory (Tues- Fri) Pam Graham (Mon) |
| 9S4 | Maya Joseph (M, W, Th, F) and Kenna Hook (Tues) |

Mentor Time Programme Y9

Mentor Time Programme Years 7-9

MONDAY: Mentor Messages + Oracy Engager

TUESDAY : *Gold School Assembly*

WEDNESDAY: Mindful Engager + Reading

THURSDAY: Challenge Engager + Reading

FRIDAY: Fun Friday Engager + Reading *or Yr Group Assembly*

(NB Gold mentor group of the week will get Fun Friday session for the full mentor time)



Mentor Time Programme Y9

Mentor Time Programme Years 7-9

MONDAY: Mentor Messages + Oracy Engager

TUESDAY : Mindful Engager + Reading

WEDNESDAY: *Emerald School Assembly*

THURSDAY: Challenge Engager + Reading

FRIDAY: Fun Friday Engager + Reading *or Yr Group Assembly*

(NB Emerald mentor group of the week will get Fun Friday session for the full mentor time)



Mentor Time Programme Y9

Mentor Time Programme Years 7-9

MONDAY: Mentor Messages + Oracy Engager

TUESDAY : Mindful Engager + Reading

WEDNESDAY: Challenge Engager + Reading

THURSDAY: *Sapphire School Assembly*

FRIDAY: Fun Friday Engager + Reading *or Yr Group Assembly*

(NB Sapphire mentor group of the week will get Fun Friday session for the full mentor time)



INCLUSION/SEND TEAM

- **Mel Edwards – Director of Inclusion**
- Melanie.Edwards@shoreham-academy.org

- **Hannah Phillips - SENCO**
- Hannah.Phillips@shoreham-academy.org

- Website:
- <https://www.shoreham-academy.org/parents/send-info-report>

Y9



Key Online Gaming Safety Tips

- 1. Protect Your Account:** Use strong, unique passwords and enable two-factor authentication (2FA) to secure your gaming accounts. Never share your passwords.
- 2. Be Careful with Personal Information:** Avoid sharing personal details like your name, address, or school, and be cautious of scams or phishing attempts.
- 3. Report and Block Harassment:** If someone is harassing or threatening you, use in-game tools to report and block them. Always talk to a trusted adult if something makes you uncomfortable.
- 4. Be Kind-** Don't be somebody online that you wouldn't be face-to-face.

Parents/Carers E-Safety

Key Stage 3

Please check your child's phone use regularly (even the language they use in chats)

Make sure restrictions are in place. We recommend Family Link, which many of our staff use.

Have conversations about the positives and negatives of the online world.

Key Stage 4

Adjust controls to their age- your teens will want more independence, however, ensure privacy settings are in place.

Continue to have small digestible-sized conversations with your child about their online world, you want them to be able to approach you, not feel you are out of touch.

Visit www.Internetmatters.org - to create a personalised digital family toolkit.

*Harmful content can be reported via Shoreham Academy Website using the below button and your children will be told how to use CEOP reporting (specifically for exploitation)



Uniform, Behaviour and Attendance



Uniform

The policy can be accessed through the [website](#).

Our requirements are as follows:

- Navy blue blazer with pale blue piping and school logo (boy and girl styles available)
- Pale blue school shirt (Years 7, 8 and 9) worn tucked in with the top button done up
- White school shirt (Years 10 and 11), worn tucked in with the top button done up
- Academy tie in house colours - worn at 10 stripes in length.
- Black leather school shoes. There is no plimsoll alternative and no trainers. No plimsoll or trainer brands are permitted
- Dark or White coloured socks
- Optional navy blue jumper with school logo
- navy blue school trousers or navy-blue tartan school skirt (worn at full length at or close to the knee). If a skirt is worn pupils can wear black/natural tights but leggings are not permitted. White socks are not allowed to be worn over the tights.

Behaviour Systems

Our behaviour policy can be found on the website.

Key points:

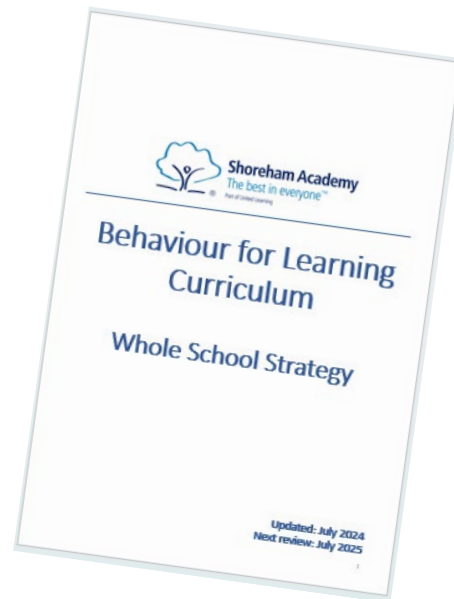
- Behaviour system – pupils entitled to disruption free learning, students are removed from class if they disrupt learning more than once. Parents/carers are notified.
- Homework detentions – same day detention, parents/carers are notified.
- Green slip detention – same day detention for 15 minutes, parents/carers are not notified, issued if students are late, have poor uniform, chewing gum, littering or do not have the appropriate equipment.
- Achievements – parents/carers will be notified if students go above and beyond, they will receive achieve points and we reward excellent attendance.

Please note: all telephone numbers and email addresses must be up to date for the communication to go to the correct parent/carer.



Behaviour for Learning – In Class

- This year we've introduced a centralised curriculum on how we expect students to behave in relation to their learning in a classroom
- We want students to take **PRIDE** in their learning. **PRIDE** stands for polite, resilient, independent, disciplined and engaged
- Full curriculum shared in weekly parent email and will be available on our website for you to read through:



We are
Polite.

Mutual respect



Kindness



Embrace our
differences



- Helping a fellow student, or a teacher
- Showing gratitude, kindness and/or thanks to another student or a teacher
- Constantly displaying a positive attitude towards learning



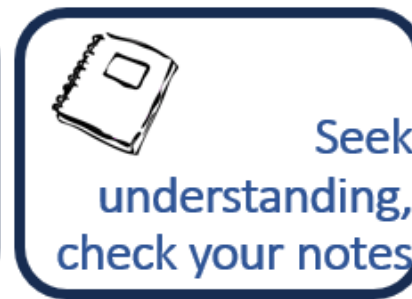
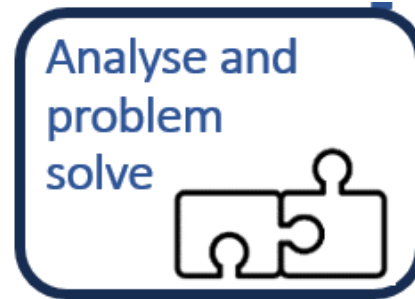
We are Resilient.



- Explores new tasks with a growth mindset
- Actions and reviews feedback
- Bounces back from getting something wrong, or other setbacks



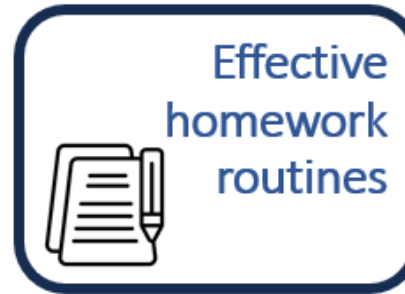
We are Independent.



- Creates links between topics
- Actively seeks out information to fill gaps in understanding
- Analyse, evaluate and synthesize information



We are Disciplined.



- Arrive on time to lesson with correct equipment
- Fully completes homework to a high standard by deadlines (or before)
- Keeps work “revision ready”



**We are
Engaged.**








- Correct body language, active participant
- Contributing to group discussions and collaborative tasks
- Self-reflects with red pen



Option Process Year 9



Options process | 2025-2026 – Keeping it simple

| Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
|---|--|--|---|---|
|  |  |  |  |  |
| PSHE Options Information Day | Options Evening | Course research | Course preference selection & submission | Review of Option Preferences |
| 5 th March | 6 th March | 7 th – 14 th March | 14 th March | WB: 28 th April |
| <p>PHSE Year 9 Launch Options Process & Presentation</p> <p>Year 9 students and parents will be provided with information on the options process.</p> | <p>Year 9 students <i>and</i> parents attend presentation on options process & visit departments.</p> <p>Students and parents will have the opportunity to ask question regarding the various courses.</p> | <p>Year 9 students and parents will use this time to review the courses that are available.</p> <p>This is additional opportunity for students to speak to teachers & subject leads.</p> | <p>At this stage, students will make their initial course preferences via an electronic Microsoft Form.</p> | <p>Each student's selection will be reviewed by the Year 9 options team for discussions.</p> <p>Students and parents will be contacted if the selected options need to be reviewed.</p> |

Attendance

Students must attend school each day and on time.

West Sussex County Council will fine parents/carers if students do not attend school. WSCC request information of the students who fall below 95% attendance.

If your child's attendance percentage drops below 95% then your parents/carers will be sent a letter from our Education Welfare Officer.

100% draw – if your child has 100% attendance at the end of the year they will automatically be entered into the draw for a kindle, go pro and a bike.



Experience Week and Pledges



The Shoreham Academy Experience Aim:

The SA pledge system is designed to enable students to develop character that supports their well-being through the accomplishment of incrementally ambitious pledges.

These experiences are offered through extra-curricular enrichment, clubs, trips and visits. This also includes Experience Week. Students are rewarded by achieving these pledges at bronze, silver or gold standard. Achievements go toward the Kingston Cup.



New Pledges and Bronze, Silver & Gold

UPDATE

All students are expected to complete the pledges
Enjoy, develop and thrive.

INTEGRITY 🌐
HARD WORK ✓
EXCELLENCE ★

THE SHOREHAM ACADEMY PLEDGES



| 1 | 2 | 3 | 4 | 5 |
|---|--|---|--|--|
| Regularly attend an after-Academy activity (including Outdoor Activities schemes) | Represent the Academy at a sporting, cultural/creative performance or academic event or trip | Deliver a formal presentation, speech, or talk to an audience | Demonstrate leadership within the academy | Volunteer time to support our local community, a charity, and/or sustainability |
| GOLD | | | | |
| Consistently attend clubs and show leadership at extra-curricular clubs | Compete, perform, or take part at regional level | Lead a group presenting to a regional or national and unfamiliar audience | Take the lead five or more times and organise a community/fundraising event beyond the Academy | Be actively involved in five or more sustainability or volunteering events |
| SILVER | | | | |
| Consistently attend extra-curricular clubs | Compete, perform, or take part more than 3 times at local level | Lead a group presenting to an unfamiliar group or audience | Take the lead three or more times | Be actively involved in three or more sustainability or volunteering events |
| BRONZE | | | | |
| Attend extra-curricular clubs | Represent, perform, or take part at SA more than once | Be a member of a group presenting to a familiar, small group or audience | Take the lead one or more times | Be actively involved in one or more event or voluntary work within the local community |

| |
|---------------|
| GOLD |
| SILVER |
| BRONZE |

- ◆ Students must complete all pledges in the **BRONZE, SILVER** and **GOLD** categories
- ◆ Students must complete all pledges in the **BRONZE** and **SILVER** categories
- ◆ Students must complete all pledges in the **BRONZE** category

Friends of Shoreham Academy

Who can join the academy FOSA group?

This is equivalent of a schools PTA, and includes

- Parents/carers
- Academy staff

AND

- Occasionally supported by students with their parents/carers



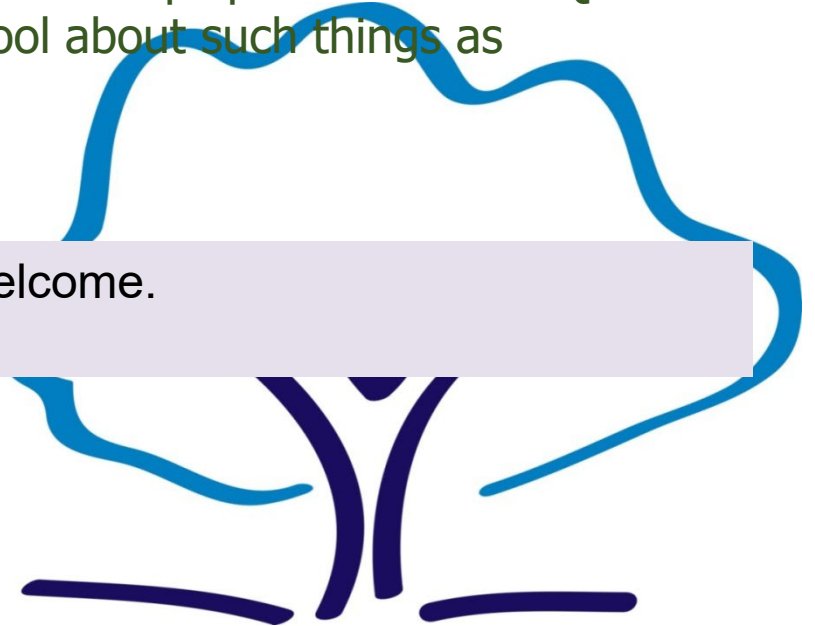
What is the role of FOSA?

There are 3 key aims:

- To positively promote Shoreham Academy through partnership with the local community. E.g. Provide hampers at Christmas to the local community
- To help raise funds for the benefit of students at the academy. E.g. developing many events that has provided additional money to support various activities – such as a sensory garden for staff and students.
- To act as a liaison between other parents/carers and teachers on general school matters. E.g. FOSA Facebook helps parents with FAQs and provides ideas and feedback to school about such things as reports/uniform/behaviour

Should you wish to join you would be most welcome.

Email fosa@shoreham-academy.org.





**Bingo Night – Friday
20th September.**

**Christmas Craft Market
– Thursday 21st
November.
Free entry.**

Y9 Students Top Tips!

- *Try hard this year with all your subject as it will help you see which ones to pick for your GCSE options* **James**
- *Pay attention when you look at careers as it really helps you pick your options* **Lilly**
- *Remember that you will make new friends each year -* **Archie**
- *Try to join some other activities like in PE or maybe try one of the school shows or literacy challenges* **George**
- *Try to keep in the habit of doing your homework weekly it will help you when you revise for your assessments. I started going to Aces club and that also really helped-* **Brooke**



Questions?



Thank you

