

Year 9
Parent Information
Evening

Welcome

Senior Leadership Team

Left to right:

Mr. P. Barrett, Mr. M. Pearl, Mrs. J. Schmid, Mrs. A. Goldsmith-Clark, Mr. S. Wheeler, Mr. M. Cartledge
Mr. C. Niner, Mr. D. Piercy, Mrs. L. Goldsmith-Clark



The Eastwood Way: Update

- School Values
- Parental Engagement
- Duke of Edinburgh
- School Gateway
- Work Experience
- Instagram
- New Canteen Provider
- New Library
- Nurture Base
- Re-development of LRB
- Conference Centre
- Pupil Leadership



Year 9 Curriculum Pathways

Key Stage 4 Curriculum

- The Academy operates a two-year Key Stage 4 programme in Year 10 and 11.
- The programme is divided into two pathways - **core** (compulsory) and **personalised** (optional).

Core Pathway

- All Key Stage 4 pupils follow a core curriculum consisting of:
 - English Language
 - English Literature
 - Mathematics
 - Science
 - Citizenship / Religious Education
 - French
 - Physical Activity, Health and Wellbeing
 - Personal Development and Enrichment

Personalised Pathway

- Beyond the core subjects, pupils have a choice of **three** additional subjects.
- Available courses are grouped into three blocks.
 - Block 1 - Humanities
 - Block 2 - Design and Technology
 - Block 3 - Arts

Which subjects are available in each block?

Block 1 Humanities	Block 2 Design & Technology	Block 3 Arts
Geography	Business	Art
History	Computer Science	Drama
	Creative iMedia	Music
	Design Technology	Sociology
	Food Preparation	PE
	Statistics	RE

Why are subjects grouped like this?

- The blocks correspond to three of the DfE Entitlement Areas (with Modern Foreign Languages being the fourth).
- All pupils should have an opportunity to study a subject in each area.
- Our research has shown that, given a free choice of two subjects in blocks 2 and 3, the majority of pupils would opt for a subject in each block.

Is it possible to take more than one subject from a block?

- No - due to restrictions with staffing, timetabling and resources pupils are only able to take one subject from each block.
- Lessons for subjects in the same block take place during the same periods.

How do I support my child in making their choices?

- Pupils shouldn't choose subjects based on what their friends are choosing - their strengths and future plans are likely to be different.
- Pupils shouldn't choose subjects based on what teachers they like or dislike - they may not have their current teacher if they take a subject as an option.

How do I support my child in making their choices?

- The Curriculum Pathways Booklet contains information on course content and assessment requirements for each subject.
- Further information is available on the relevant exam board website.

How do I support my child in making their choices?

- Discuss what subjects they enjoy.
- Pupils will perform better in subjects they find interesting and are engaged.

How do I support my child in making their choices?

- Discuss which subjects they are performing well in.
- Refer to the up-to-date attainment data available on the School Gateway.
- The Current Grades are the grades the classroom teacher believes your child would be able to achieve in the subject, based on their current assessments, classwork, and contribution in class.

How do I support my child in making their choices?

- Discuss their career aspirations.
- Which subjects will help with their future education and/or career plans?
- A list of useful websites is provided in the Curriculum Pathways Booklet.

How do I support my child in making their choices?

- Pupils should try and choose subjects which provide a balance and variety.

What choices need to be submitted?

- Pupils will be asked to select:
 - A first choice for all blocks.
 - A reserve choice for block 1.
 - Two reserve choices for blocks 2 and 3.

Why do we need to submit reserve choices?

- Whilst our aim is for all pupils to obtain their first choices, this is not always possible.
- Due to restrictions with health and safety guidelines, resources, and timetabling there are a finite number of places we can offer in each subject.
- Some subjects are very popular and we don't have enough places for everyone.
- Sometimes we don't have enough pupils to run a course and have to cancel it.

Why do we need to submit reserve choices?

- In 2022, 91% of pupils were allocated all three of their first choices.
- 100% of pupils were allocated at least two of their first choices.

How do you decide who gets allocated to each subject?

- All pupils have equal access and opportunity.
- If a subject is oversubscribed, random selection is applied.
- Decisions are not based on ability.

What happens next?

- This week, subject leaders will be providing pupils with information on each course.
- There will be assemblies each morning and a drop-down session Period 3 on Wednesday.

Day	Time	Subjects
Monday	Registration	Introduction Overview of process
Tuesday	Registration	History Geography
Wednesday	Registration	Physical Education Religious Education Sociology
	Period 3	Design Technology Food Preparation Creative iMedia Business Computer Science
Thursday	Registration	Music Drama
Friday	Registration	Statistics Art

What happens next?

- Next week, class teachers will be providing opportunities for pupils to ask any questions about the subject.

What happens next?

- Pupils will be able to start submitting their choices week commencing 13th May.
- It is not 'first come first served'
- Take time to make the right choices.
- The deadline for submission is Wednesday 22nd May.

What happens next?

- Choices are submitted via an online form.
- This can be done at home or during Business and Computing lessons.

When do we find out which subjects have been allocated?

- Pupils will be informed of their allocated subjects week commencing 8th July.

Any questions?

- For subject-specific questions, the Curriculum Pathways Booklet provides contact details for each subject leader.
- For general inquiries, you can contact me at cniner@eastwood.southend.sch.uk

Work Experience 2025

Overview

- Fantastic opportunity for an experience of work!
- Provides a focus for their futures
- New initiative for the Academy
- All pupils will be involved

Work Experience 2025

Details

- Final week of half-term 5 (*w/c 19/5/25*)
- Best option is to source your own placement – plenty of time!
- If unable to do so, we have an external provider
- Any questions – Mr. Dunn is the Head of Careers

Pupil Wellbeing

What is Pupil Wellbeing?

- When we talk about the wellbeing of our pupils, we want to understand how they're feeling.
- We also want to learn how that impacts their experiences while in school and how that impacts them moving forward.
- If needed, we want to be able to change it and positively influence it.

What does the Academy do?

- Social and Emotional Learning:
 - Integrate into the curriculum sessions to enhance pupils' emotional intelligence, self-awareness, and interpersonal skills.
 - Teach empathy, conflict resolution, and stress management techniques.
- Physical Health and Nutrition:
 - Encourage regular physical activity through sports and exercise.
 - Provide nutritious meals and promote healthy eating habits.
- Mental Health Support:
 - Offer counselling services and create a stigma-free environment for seeking help.
 - Train teachers to recognize signs of distress and refer pupils to appropriate resources.
- Positive Relationships:
 - Foster strong teacher-pupil relationships based on trust and respect.
 - Encourage peer support and collaboration.

What does the Academy do?

- Mindfulness and Relaxation Techniques:
 - Introduce mindfulness practices such as deep breathing, meditation, and yoga.
 - Create quiet spaces for relaxation.
- Inclusion and Diversity:
 - Celebrate cultural diversity and promote inclusivity.
 - Address any discriminatory behaviour promptly.
- Life Skills Education:
 - Teach practical life skills such as time management, problem-solving, and financial literacy.
- Parent and Community Engagement:
 - Involve parents in school activities and decision-making.
 - Collaborate with community organizations to support student well-being.

A holistic approach, involving pupils, teachers, parents, and the community, is crucial for promoting pupil well-being.

How to improve your child's wellbeing at home

- Encourage open discussions
- Create structure
- Incorporate healthy lifestyle practices
- Limit screens and social media
- Seek help early
- Speak to us

Feedback & Marking - meaningful, manageable, motivating.

At The Eastwood Academy, we know that verbal, 'in the moment' feedback has the greatest impact on pupil learning.

- Why are you doing “whole class feedback” and not marking my child’s book individually?
- Does this mean my child’s teacher will never tick a book again?
- My child thrives on knowing how well they did in a task. How will the teachers communicate this to them?
- What does the feedback look like?