



**Brighton Hill
Community
School**

Making success inevitable

Class of 2028

**Parent and Carer Collaboration
Evening**

November 2025

Welcome & Purpose

Purpose of tonight's event:

- **Clarify and Reinforce Expectations:**
Ensure parents understand the academic, behavioural, and organisational expectations as students begin KS4.
- **Provide Key Information on KS4 Study:**
Outline how GCSE courses work in Year 9, the assessment structure, and how students will be supported in their learning.
- **Strengthen Pastoral Collaboration:**
*Share how the school supports wellbeing, behaviour, and attendance, and how parents/ carers and school can work together to **help students be there best!***

HOY AIMS FOR YEAR 9

1. Support a Successful Start to KS4

Ensure students settle into GCSE routines, understand expectations, and develop strong learning habits heading into Year 10 and 11.

2. Maintain High Standards of Behaviour, Attendance & Effort

Promote consistent behaviour, excellent attendance, and a positive attitude to learning so students can achieve their potential.

3. Strengthen Wellbeing, Resilience & Responsibility

Help students develop confidence, independence, and resilience as they navigate KS4, supporting both their academic and personal growth.



My HOY aims looking forward.....

- *Students achieve the best possible outcomes and leave with no regrets, knowing they have done their very best.*
- *Students leave as well-rounded, confident individuals who are ready to take their next steps.*
- *Students look back on their time at Brighton Hill positively, having had an enjoyable and memorable school experience.*



KS4 Expectations

**Attendance +
Behaviour =
Success**

Attendance: Why is it important?

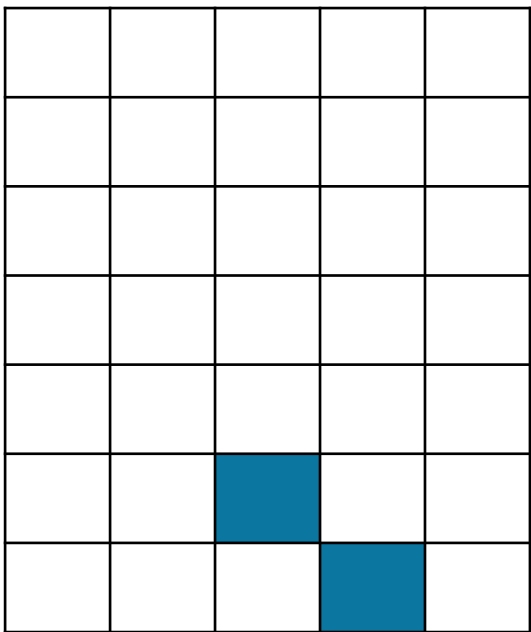
An important expectation that all students need to meet is **attendance**.

- Whilst we understand that students get genuinely ill, sometimes it's difficult to see the bigger picture of how much time they are having off.
- In term one for example - (September - December) there are approximately 72 days of school:
 - 95% attendance = 68 days in – 4 days off
 - 90% attendance = 65 days in – 7 days off
 - 80% attendance = 58 days in – 14 days off

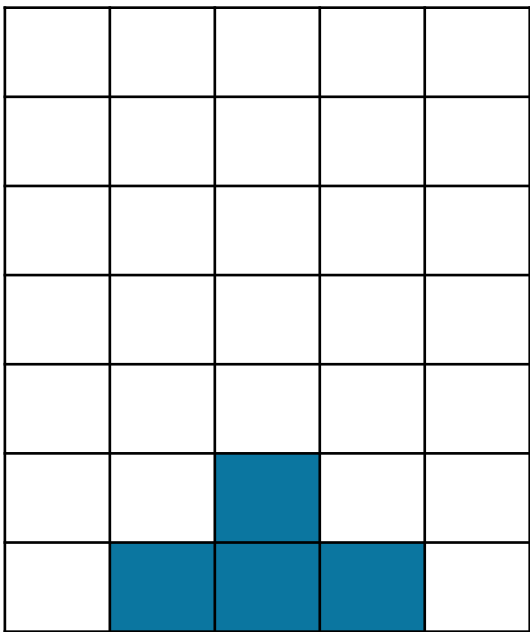
**14 days =
almost 3
school weeks
= 84 lessons**

Attendance: Why it is important

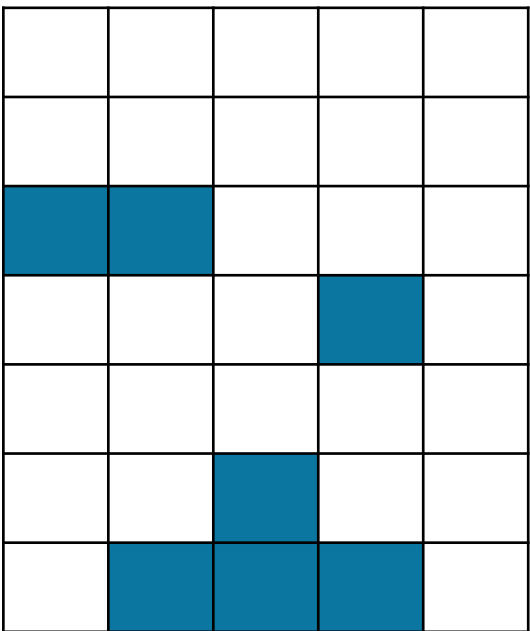
BHCS School target for attendance = 95%+



95% Attendance



90% Attendance

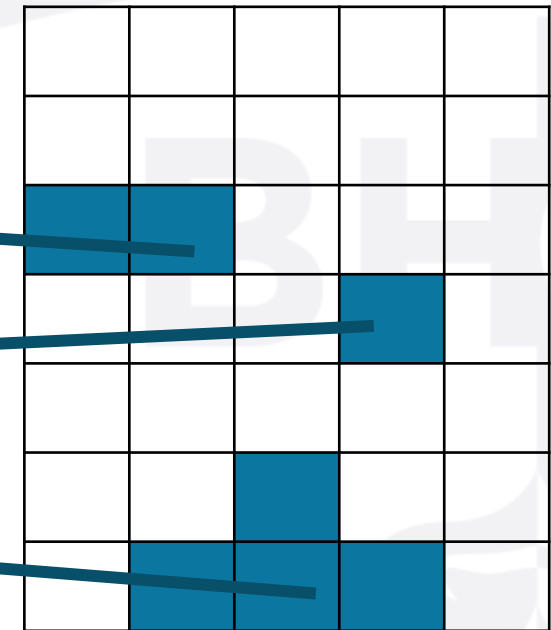


80% Attendance

Attendance: Why is it important?

A student with 80% attendance in a half term, could already have missed the following things...

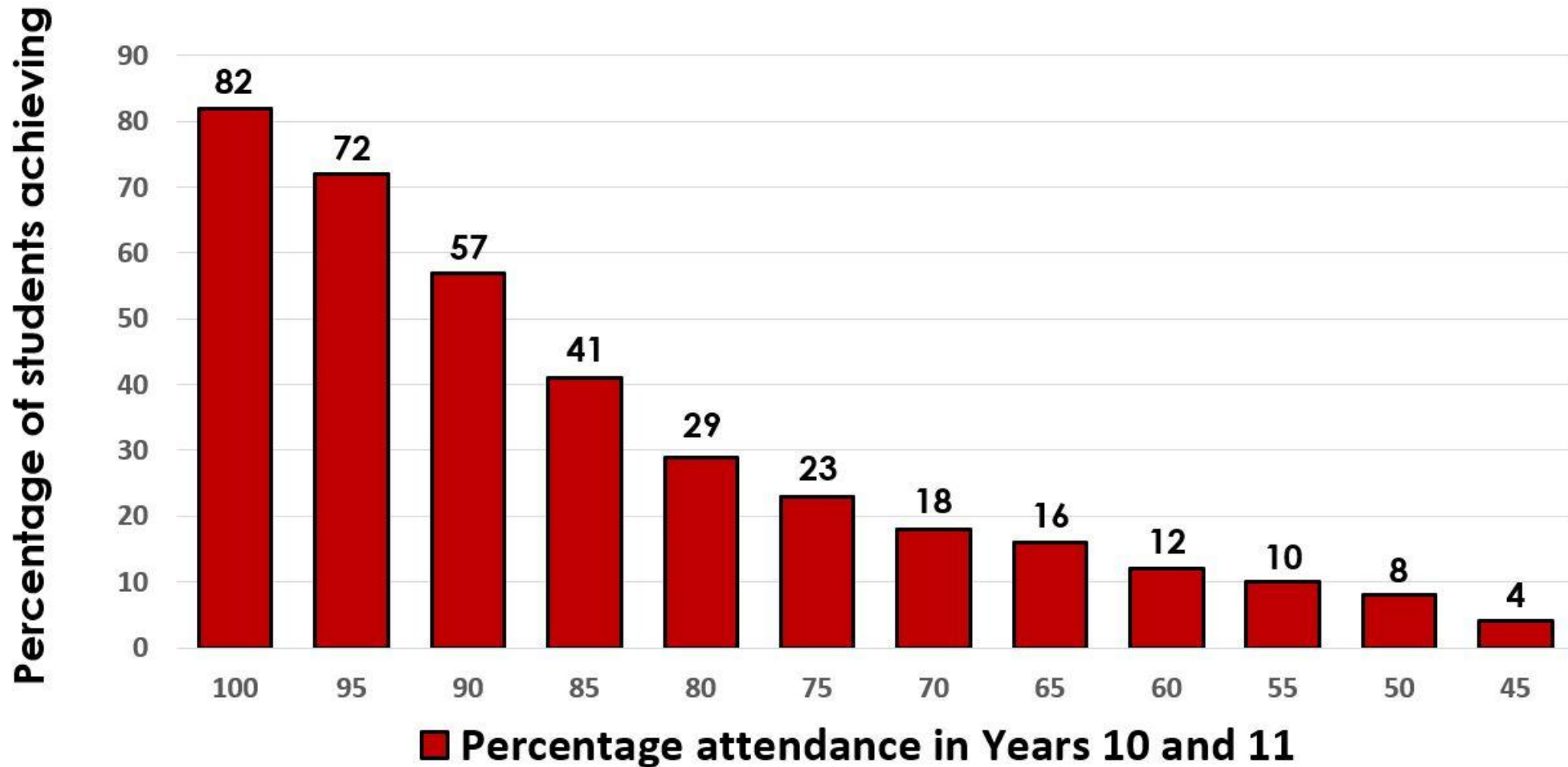
- Assessment preparation lesson
- Assessment feedback
- Letters being handed out for trips
- Seating plan change
- A 'deep learning day'



80%
Attendance

Attendance: The Impact on Best Outcomes

Chances of 5+ GCSE 5-9 grades including English and Maths



The Impact of Attendance

As we all know, the more time off we have from something – be it the gym, a diet, work – the hardest it is to go back to.

Students having significant time off from school will only find the return even harder.

How can we help?



Encourage your child to attend school – be positive and praise their achievements.



Remind them of the social importance of school – friends, relationships, socialising etc.



Rewards and initiatives can be hugely beneficial if students are struggling to return to school.



Be supportive. Speak to your child – give them the opportunity to voice their concerns.

Year 9 Behaviour Expectations

- **Arrive on time** to every lesson, ready to learn
- **Bring the correct equipment** every day
- **Show respect** to staff, peers, and the school environment
- **Follow instructions first time** and contribute positively
- **Stay focused** and avoid disrupting learning
- **Use social time responsibly** and move calmly around school
- **Take responsibility** for actions and make positive choices
- **Represent Brighton Hill with pride** in lessons and around school



How we are addressing Behavioural issues

- Focused assemblies on positive year group culture, accountability of actions (the ripple effect), being **your** best,
- Individual support plans for students struggling with behaviour.
- Recognising and rewarding positive behaviour (more on this in a moment).
- Clear and consistent consequences for negative behaviour in line with school policy.



How Parents/Carers Can Support

- Reinforce school expectations at home.
- Encourage a positive attitude towards learning.
- Support with home learning and organisation.
- Communicate with tutor, teacher or HOY about any concerns.
- Discuss appropriate classroom behaviour with your child.

Year Group Slogan

Be Your Best!



Students Positive Recognition

We want to recognise students who are being awesome as much as we can!

- ***Positive Tutor/ Teacher Communication***
- ***Recognition in assembly in the form of end term rewards and HOY/ Faculty recognition.***
- ***Reward events such as pop-up cinema events and double lunches.***
- ***Rewards week first picks!***

Being **Your** Best Recognition

Being your best awards have gone too:

Abigail Griggs
Jake Voysey
Mofi Akinyemi
Sophie Barnard
Cai Evans
Matthew Lattanzio
Lucy Hulbert
Mia Challis
Amelia Kent
Ethan Jones
Jaden O'Brien
William Hawkin

Rebecca Olawale
Byron Gentry
Mark Igli
Niamh Allsop
Holly Elson
Leighton Barker
Noah Birkett
Bethany Cuss
Austin Abotooma
Thomas Kent
Kai Rai Anderson

Mike Burton
Josh Dehelean
Noah Haywood
Bo Yau
Ruby Challis
Isobel Wright
Neve Spiers
Amelia Barber-Hill
Trinity Carroll
Lily Ashby
Flynn Hyde



Being Your Best Comments

Abigail Griggs gives 100% in every science lesson and is always a positive role model for those around her. Someone that embodies the Be Your Best spirit. –Mr Vyas

**Jake Voysey for an amazing start to Year 9!
Mr Onions/ Mr Flowers**

Holly Elson has been so involved in lessons and helping her peers too. She is a wonderful role model and has come on leaps and bounds since Y8! Ms Heath

**Ruby Challis– Great energy and showing how much she truly loves this subject.
Mrs Britton**

Matthew consistently goes above and beyond in English. He arrives politely, always offers to help with books or resources, supports others with their work, and continually strives to improve through thoughtful contributions and excellent written vocabulary. He is a true shining star and an outstanding example of *Being Your Best*. –Miss Nicholson

**Thomas Kent What a wonderfully kind and lovely young man!
Ms Malone**

Being Our Best Whole Class Comments

Being Our Best Teacher Shout Outs!:

Curriculum Access. They are incredibly

9Cp1(Computing)-

meet all classroom

9XTE1! DT class- absolute dream. Always working hard, always enthusiastic and a delight to teach.

9XFr1 as a class nomination. All trying really hard in French. **Ms Bright**

that class to work

with.

Ms Naidoo

beautiful to teach, always hard working and polite.

Ms Stiff

Brighton hill in a few years time! **Ms Clare**



Why KS4 Starts in Year 9

- *More time to cover content in depth*
- *Reduces Year 11 pressure*
- *Gradual development of exam skills.*
- *Year 9 is about building strong learning habits*

How GCSE Assessment Works

Year 9 Assessment (KS4) – Overview

- Students study key **KS4 curriculum topics** across all subjects.
- Subjects carry out **formal assessments** (end-of-unit tests, extended tasks and practical's).
- Work is **marked and graded**, using GCSE-style criteria.
- Students receive **feedback** and complete **DIRT activities** to improve their work.
- Ongoing, **group tasks, low-stakes quizzes and retrieval** tasks help reinforce learning.
- **Assessment helps identify strengths, areas for improvement, and supports progress across KS4.**



Subject Exam Boards

Core Subjects

- **English Language** – AQA
- **English Literature** – AQA
- **Mathematics** – Edexcel
- **Science (Combined/Separate)** – AQA

Humanities

- **History** – AQA
- **Geography** – OCR-B
- **RS**- AQA

Languages

- **French** – Edexcel
- **Spanish** – Edexcel
- **Latin**- Eduqas (WJEC)

Subject Exam Boards

- **Food Technology-**
Eduqas
- **Art – AQA**
- **Photography- AQA**
- **Music – AQA**
- **IT- OCR CNAT**
- **Computer Science – OCR**
- **Business- AQA**
- **Health and Social
Care- BTEC Pearson**
- **Travel and Tourism-
BTEC Pearson-**
- **Media- AQA**
- **Psychology- AQA**
- **DT- AQA**
- **GCSE PE– AQA**

The Importance of Revision in Year 9

- ***Builds Strong Foundations:*** Secures key knowledge now to prevent gaps later in GCSE courses.
- ***Improves Confidence:*** Helps students feel prepared and reduces anxiety for assessments.
- ***Develops Good Habits Early:*** Encourages effective revision strategies before GCSE pressure increases.
- ***Enhances Memory & Recall:*** Regular review strengthens long-term retention.
- ***Supports Progress:*** Consistent revision leads to better outcomes across all subjects.



Active vs Passive Revision

Passive Revision (Less Effective):

- Reading notes or textbooks
- Highlighting without thinking
- Watching videos without checking understanding
- Copying information

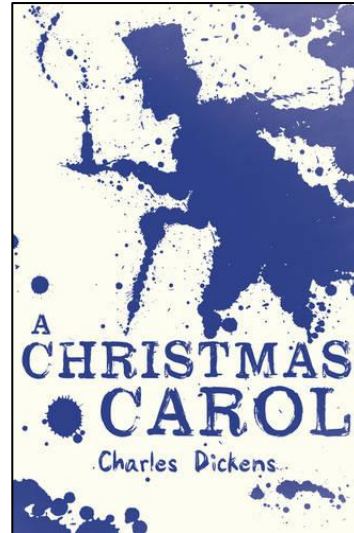
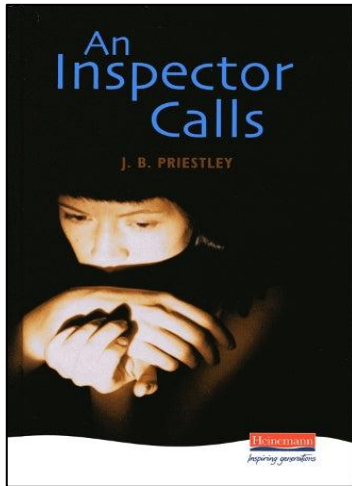
Active Revision (More Effective)

- **Self-quizzing** with flashcards or practice questions
- **Teaching the topic to someone else** (family/ siblings etc.)
- **Blurting** – writing everything you know from memory
- **Creating mind maps** *from memory*, then checking gaps
- **Practicing** exam questions and reviewing mistakes

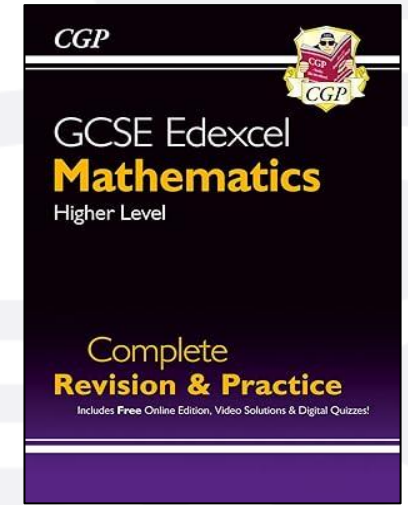
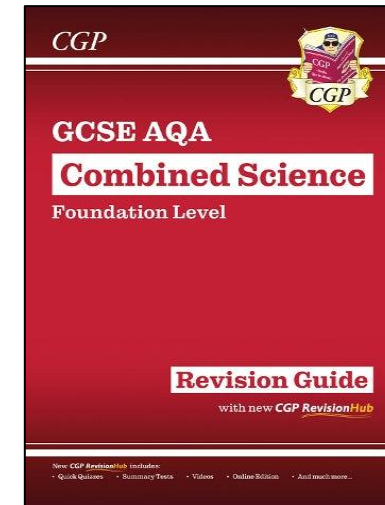


Key Revision Resources

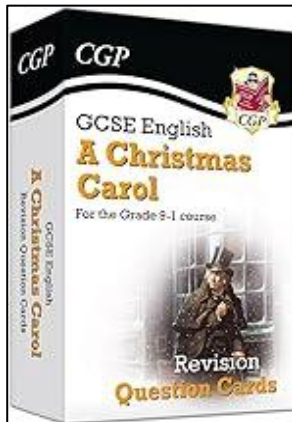
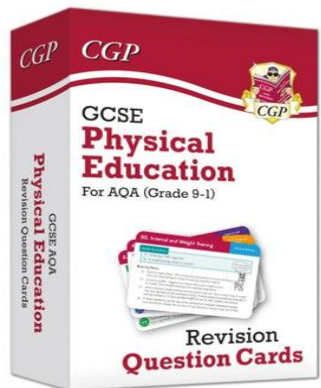
Core
Subjects
Texts



Revision
Guides



Subject
Flashcards



Internet/ social
media/ podcasts



Can be bought brand
new or second hand!!



Pastoral Care in Year 9

Role of the tutor

- **Parent/ Carer first point of contact**
- Daily check-ins, attendance, equipment, organisation
- Supports behaviour, attitudes, and goal setting
- Lead tutor programme

Tutor	Email
9Ev1 Mrs Dique/ Mrs Williams	Bdique@bhcs.sfet.org.uk/ Cwilliams@bhcs.sfet.org.uk
9Ev2 Ms Clare	Jclare@bhcs.sfet.org.uk
9Hz1 Mrs Penny	Spenny@bhcs.sfet.org.uk
9Hz2 Ms Duemke	Tduemke@bhcs.sfet.org.uk
9Pr1 Mr Vyas (DHOY)	Vvyas@bhcs.sfet.org.uk
9Pr2 Ms Malone	Emalone@bhcs.sfet.org.uk
9Vy1 Mr Farr	Mfarr@bhcs.sfet.org.uk
9Vy1 Mrs Britton/ Ms Jin	Vbritton@bhcs.sfet.org.uk/ cjin@bhcs.sfet.org.uk
9Mh Mrs King	Gking@bhcs.sfet.org.uk

Wellbeing, Confidence & Balance

Supporting Your Child's Wellbeing

- ***Talk & Listen:*** Encourage open conversations about feelings.
- ***Maintain Routines:*** Sleep, meals, and study balance are key.
- ***Healthy Habits:*** Promote exercise, good diet, and breaks from screens.
- ***Manage Stress:*** Encourage coping strategies like hobbies or mindfulness.
- ***Celebrate Effort:*** Praise resilience and progress, not just results.
- ***Partner with School:*** Stay informed and contact staff if needed.

Important Key Dates for your diary

- *Inset day 1st December*
- *Pop up cinema event (last week of term)*
- **12th January Year 9 Progress Tracker 1 issuance**
- **11th May Year 9 Progress Tracker 2 issuance**
- *13th May Parent/ Carer Evening A side*
- *20th May Parent Carer Evening B side*
- *18th June Information and Guidance Day 2*

Thank you for attending tonight

Be Your Best!

Any questions or queries please feel free to stay behind.

