



HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL



# Year 9 to KS4 Transition





### RESPECT

Respect yourself, others and our environment

### EXCELLENCE

Be the best you can be

### ADVENTURE

Challenge yourself and keep going

### COMMITMENT

Participate, prepare and be punctual

### HONESTY

Ask for help, act on advice and take responsibility

### CULTURE

A culture of respectful relationships and exceptional learner habits

We all manage our emotions and take responsibility for our choices

Everyone feels safe, well supported and that they belong

All members of our community are given opportunities to develop

### CURRICULUM

An aspirational and inclusive curriculum provides excellence for all, offering experiences which help to develop character

Rich and meaningful experiences, ensure depth in learning through strong subject knowledge and the promotion of essential numeracy, literacy and communication skills

The experiential curriculum offers diverse opportunities for our learners to enjoy the arts, creativity, exercise and sport

A curriculum that develops an understanding of British values

### TEACHING & LEARNING

Students build knowledge through expert instruction, coupled with purposeful practice, which leads to transference to long term memory

Lessons offer all students the satisfaction of success by combining challenge with the appropriate level of support

Students and teachers understand that performance can be continually improved

All students make progress over time because teaching and assessment is matched to need and based on the seven principles

Kind | Healthy | Ambitious | Knowledgeable | Curious | Enterprising | Resilient | Productive | Responsible | Reflective







# Attendance



# Respect.

## Culture





HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL



## Curriculum



HARROGATE GRAMMAR SCHOOL  
EXCELLENCE FOR ALL





# Teaching and Learning

## The 7 Principles of TEACHING & LEARNING



HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

### Connect

Warmly welcome students on arrival to your lesson. Use an accessible silent bell task.

Engage students' thinking right from the start.



### Teacher Instruction

Share lesson goals.  
Present knowledge in small steps to minimise cognitive overload.  
Connect new knowledge to prior knowledge and link to the big picture.  
Explicitly teach Tiers 2 and 3 vocabulary.



### Review & Retrieval

Activate prior learning and strengthen memory.

Collect student feedback and respond to any knowledge gaps.



### Learning Climate

Build positive, respectful relationships with all students.

Understand our students, their barriers to learning and how their needs can be best met.

Have high expectations, be ambitious and strive for excellence for all students.

Recognise and reward students in a meaningful way. Praise behaviour which reflects our values.

Ensure all students feel safe and don't fear failure – mistakes are part of learning.

Address behaviour that falls short of our expectations.



### Model & Scaffold

Think aloud using worked examples and models to help scaffold tasks.

Share success criteria – explain what good looks like.

Ensure all students can experience success.

### Questioning

Use questioning that instigates whole-class thinking.

Check for understanding and encourage independent thought.

Challenge and prompt debate, using the correct vocabulary.



### Independent Practice

Provide accessible yet challenging activities.

Allow students to demonstrate their understanding.

Conduct in silence to allow full concentration.

Provide accessible home learning tasks that strengthen memory.



### Assess & Feedback

Conduct live marking and provide verbal feedback.

Allow time for self-assessment, reflection and improvement on actionable targets.

Verbalise key learning, including hinge concepts and vocabulary.





# Work ethic, mining, checking for understanding





HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

# Desktop Free



RED KITE  
LEARNING TRUST



HARROGATE GRAMMAR SCHOOL  
EXCELLENCE FOR ALL





# Ambitious measures

Addition of 1% to overall attendance

Zero gaps

KS4 – 90% of students have a positive progress measure

KS5 - 65% A\*-B, 90% of students have a positive progress measure

100% participation in at least one experiential curriculum opportunity each term

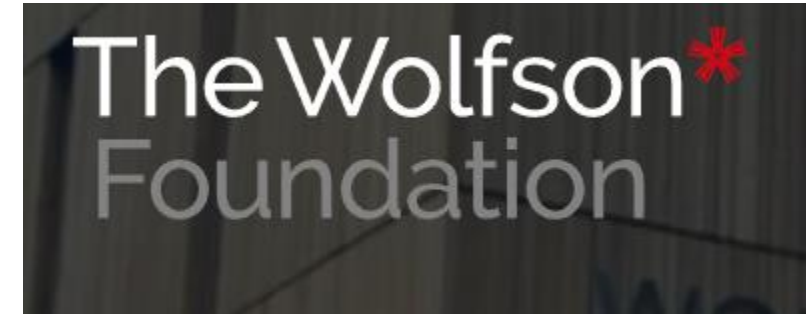






HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

# Other Developments



HARROGATE GRAMMAR SCHOOL  
EXCELLENCE FOR ALL





## About Flexible Working Ambassador Multi- Academy Trusts and Schools

What FWAMS are, what they do and how to  
contact them



### What are FWAMS

Flexible Working Ambassador Multi-Academy Trusts and Schools (FWAMS) have been appointed by the DfE to support school leaders to implement and embed flexible working in their schools.

Flexible working can support in the recruitment and retention of quality teachers and have a positive impact on staff wellbeing, as well as promoting equality in the workforce. Despite the benefits, there are challenges associated with implementing flexible working.

FWAMS can offer practical advice on designing a policy, on overcoming common challenges such as timetabling and budgeting, as well as highlighting the importance of 'flexible hiring'. Whether you are a leader in a MAT, a mainstream primary or secondary, a special school or an alternative provision/pupil referral unit setting, a FWAMS will be able to offer bespoke support.

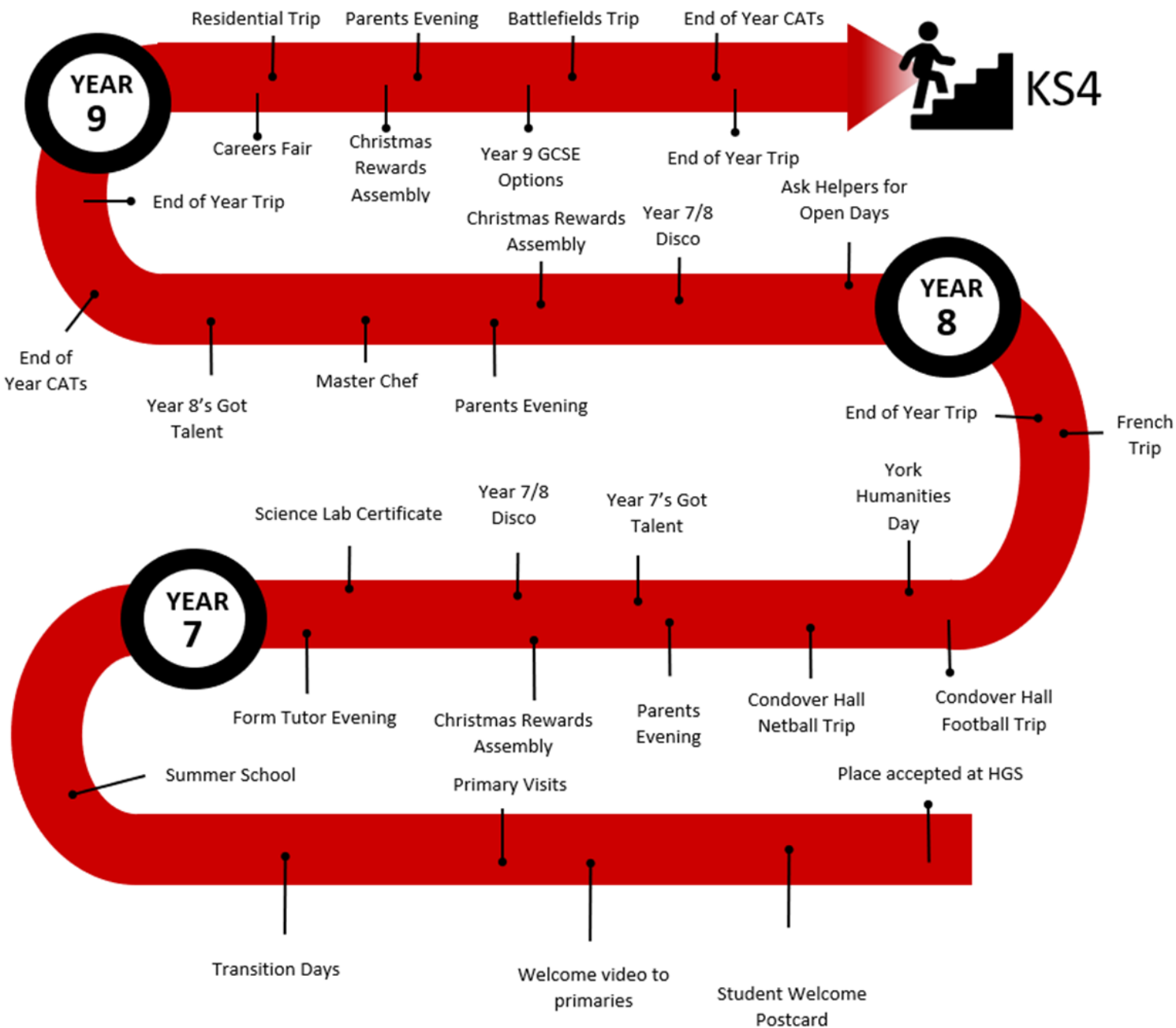
Working in partnership with Capita,  
FWAMS are:

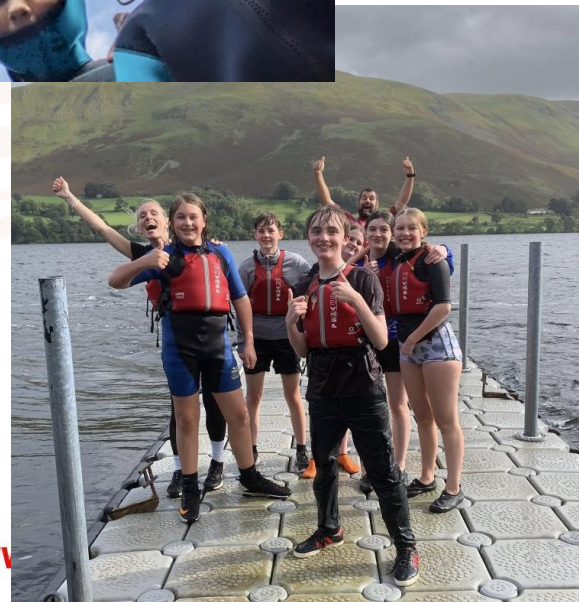


HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

# Miss Gee, Director of KS3







WV



# What has been done

- Attendance monitoring of students between 91-93%. Attendance rewards such as postcards and year group vouchers.
- Mentoring for identified students from end of Year 8 into the start of Year 9
- Second set of Year 9 report data published after feedback from parents.
- Identified best possible pathway for those at GCSE. Option for those to do the Extended Pathway.
- Students have had support from teachers at parents' evenings and in lessons, as well as the pastoral team to support students in selecting their GCSE options.
- Assemblies given on expectations, and what to look forward to at GCSE.
- Mr Thurley and Miss Gee met with parents throughout the year regarding behaviour, attendance and emotional support.



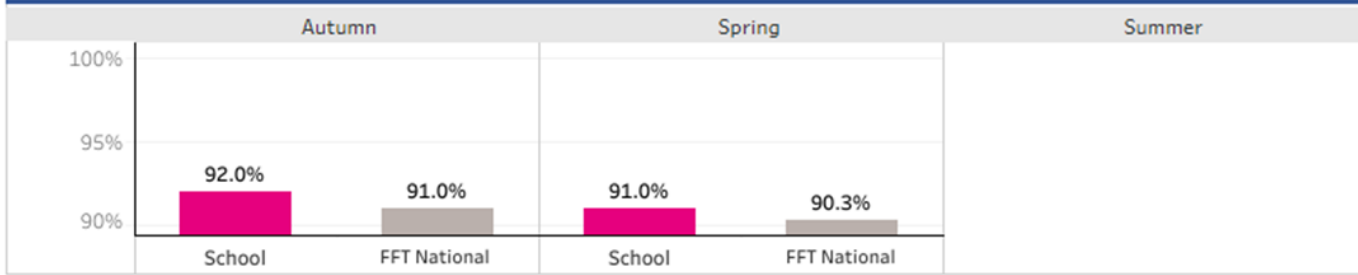
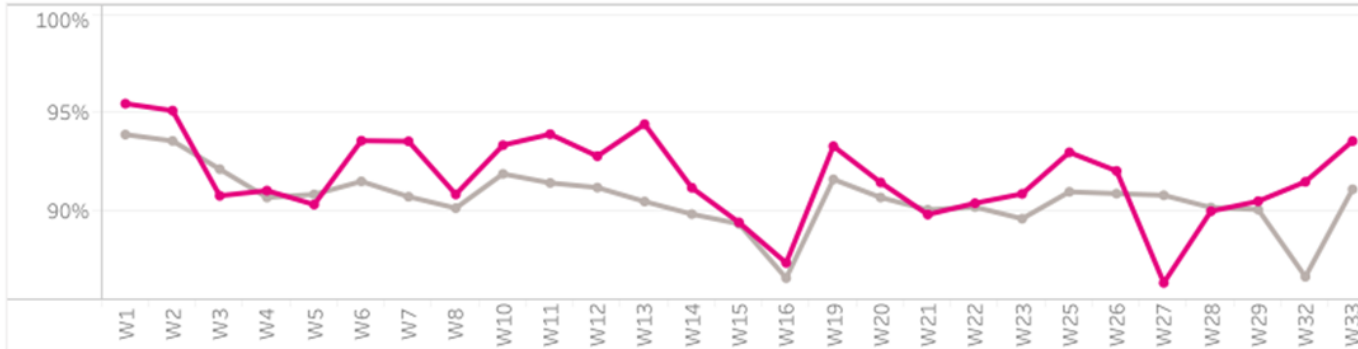
# Attendance

## Autumn and Spring Term

### 2023/24 Summary (Autumn & Spring Terms)

All Pupils	Female	Male	FSM6	Not FSM6
92.4%	91.9%	92.8%	84.3%	93.3%

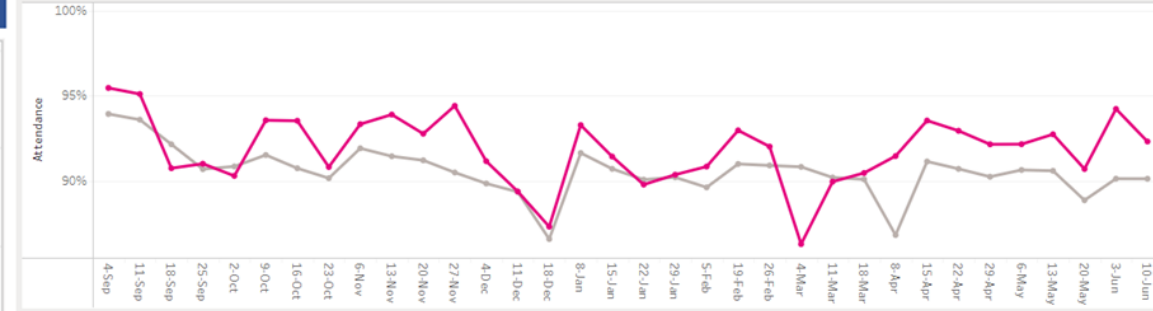
Weekly Attendance ■ School ■ FFT National Year group  Pupil group



## Summer Term

### Attendance summary

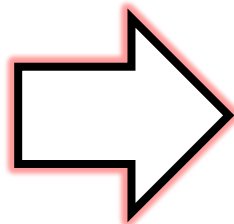
School attendance (pink line) | FFT national attendance (grey line)





# Mr Mason, Director of KS4

**Year 9**



**Key Stage 4  
Years 10 and 11**

**Form Tutors**

**Main Contact**  
Adam Thurley  
Year Manager

**Director of KS4**  
Nik Mason





# KS4 Priorities

- Attendance and Punctuality
- Settling in and support
- Productivity
- Post 16
- Fun!!



# Attendance

## Attendance Ladder for Success Over One School Year

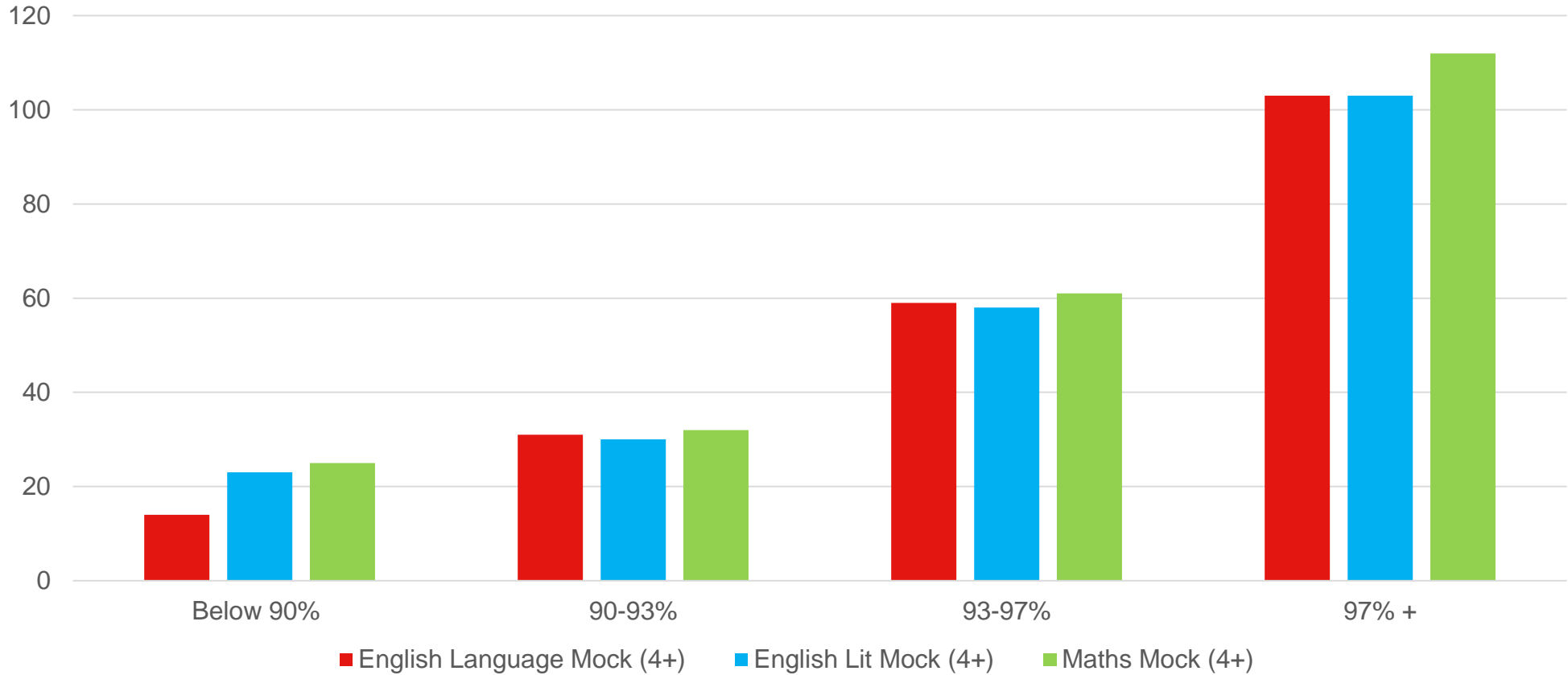


## Every minute counts!

Minutes late to school and lessons	Impact on your attendance in 1 year
5 Minutes Per Day = 	2.5 Days Missed 15 Lessons Lost
10 Minutes Per Day = 	5 Days Missed 30 Lessons Lost
15 Minutes Per Day = 	7 Days Missed 42 Lessons Lost
20 Minutes Per Day = 	10 Days Missed 60 Lessons Lost
30 Minutes Per Day = 	15 Days Missed 90 Lessons Lost



# Graph of attendance vs numbers achieving Grade 4 in mocks



In form we talk about things/ events happening in school so if you are late you may miss this information

Be organised and do things the night before

You should check where you are when you wake up so you know where to be if there's a room change.

If you are late to lessons then perhaps take a screenshot of your arbor timetable and make it your Lock Screen

If you are late to lessons you are missing learning. The bell tasks are recaps and are really helpful to re-jog your memory.

Get as much sleep as you can. It recharges you and you feel much better in the morning.

Having more time to do the bell activities in lessons is beneficial for my overall knowledge in that subject.

# Attendance and Punctuality



# Key Dates in Year 10

Event	Date	Additional information
Return to school	Tuesday 3 September	
Year 10 photographs	Thursday 5 September	In school
<b>Year 10 GCSE information evening – Practical Subjects</b>	Monday 16 September 6.30pm	In school (parents and students)
<b>Year 10 Supporting Success evening</b>	Tuesday 24 September 6.30pm	In school (parents and students)
<b>Year 10 Parents Evening for students with SEND</b>	Wednesday 6 November 2pm to 6pm	In school
Careers Fair	Thursday 21 November	In School
<b>Year 10 Parent Evening</b>	Tuesday 4 February 4pm to 7pm	Online
End of year CATs	w/c 9, 16 and 23 June	In school
End of year trip	Thursday 3 July	
Sports Day	Tuesday 15 July	



# Typical Timetable in Year 10

- Two-week timetable – week A and week B
- Timetable accessible via Arbor from 2 September

Subject	Number of lessons per fortnight
English	7
Maths	7
Science	4 per subject (Biology, Chemistry, Physics)
Religious Studies	2
Core PE	4
Big Picture (PSHE/RSE)	1 per week (Tuesday Period 1)
Choice subjects x 4	6



# Report Dates in Year 10

During Year 10, students will be continually assessed in lessons via Common Assessment Task (CATs).

Student reports will be emailed (and accessible via Arbor Parent App) 3 times in the academic year.

This report will detail:

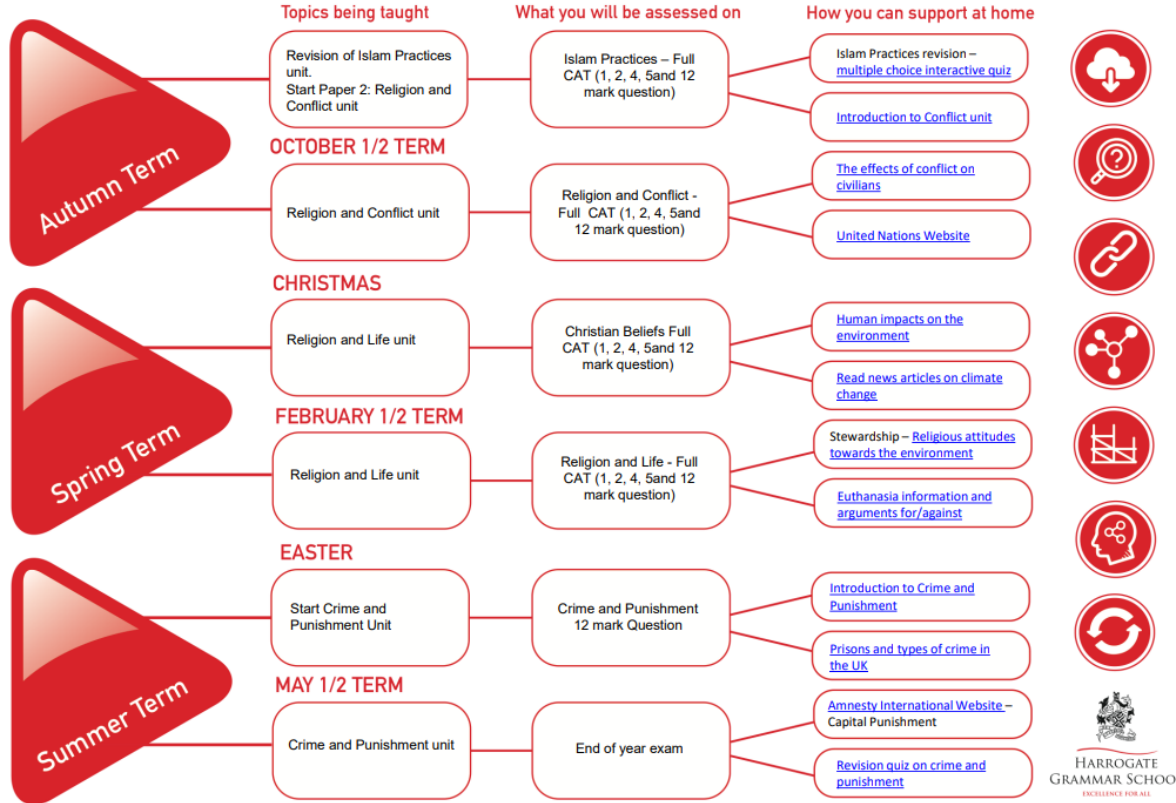
- **Statistical Target** – GCSE target, this is usually generated using a national database using SATs data. As this year group did not complete SATs, students have just recently completed YELLIS testing in school to provide this data.
- **CAT** – their latest CAT result, this is the level at which the student is achieving at the current moment based on a specific assessment.
- **Teacher estimate** – this is the result we expect the student to achieve at the end of the course, based on the work they have completed to date and if they continue to work at their current rate of progress.
- **Excellent Learner Habits** – graded for each subject, Exceptional, Excellent or Change Needed

Event	Date
Assessment Report 1	W/C 16 <sup>th</sup> December 2024
Assessment Report 2	W/C 31 <sup>st</sup> March 2025
Assessment Report 3	W/C 14 <sup>th</sup> July 2025



## KS4 CURRICULUM OVERVIEW

SUBJECT: RELIGIOUS STUDIES



# Curriculum

What topics will they learn?  
How can I support my child?

- **Arbor Parent App**
  - Attendance
  - Homework overview
  - Student timetable
  - Class Charts app - behaviour points
- **Termly Curriculum Overviews**
  - Details topics
  - Assessments
  - At home support
  - One per subject per year group
  - Accessible on HGS website and within the bulletins





# Parent – Child - School Partnership

- **Homework expectations**

- Estimated 40-45mins per task
- c8 hours per week = 1 hour 36 mins per day (based on working 5 out of 7 days)
- Keep track of home learning via Parent Arbor App. Students can view via their Arbor account on their iPads and submit via Showbie

- **Independent learning**

- Study Plan
  - Finding Time – fun stuff first and then fill the gaps
  - Prioritise – sports, social, hobbies, TV, jobs
  - Study
    - Non-required tasks Vs Home learning
    - Non- required task planner
      - Task orientated/focussed study
    - Study groups, share work

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07:00							
08:00	SCHOOL						Sleep In
09:00							
10:00						Hockey	
11:00							
12:00							
13:00							
14:00							
15:00							
16:00							
17:00							
18:00	Swimming		Swimming			Out With Friends	
19:00							
20:00				Cinema			
21:00							
22:00							
23:00							
00:00							



# Parent – Child - School Partnership

- **Support at home**
  - Ask them what they have been studying
  - Encourage independent learning outside of lessons
  - Workplace free of distractions
  - Classroom ready – attendance, right equipment, being on time
- **Exam arrangements** - screening now complete so exam arrangements in place from September



# Wellbeing and Mental Health



## Healthy habits for better wellbeing

- Prioritise **self-care**
  - Prioritise quality **sleep**
  - Incorporate **physical activity** into your routine
  - Take **short breaks** between tasks/study
  - Separate **study area**
  - Acknowledge **how you feel**
- 
- Extensive **Extra-Curricular Programme** (lunchtimes and after school)
  - List of local and national organisations who offer **mental health support** on our website (Wellbeing and Mental Health)
  - **Year Manager Main** contact – keep talking to us





# Year 10 Specific Extra-Curricular

- Duke of Edinburgh Bronze Programme
- Year 10 Sports Leaders Programme
- Year 10 History and German trips





HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

# What I wished I had known at the beginning of Year 10.....





HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

*The amount of home  
learning set and the time  
limits on it.*





HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

*Be ready to take on lots of  
information and manage it  
well*





HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

*Take the content seriously  
and if you don't understand  
ask your teachers*







HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

*To make revision resources  
throughout the year and  
keep learning throughout so  
you don't have to cram at the  
end of the final term*





HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

*Make sure you know what  
each of the subjects will be  
covering so you can be  
prepared for them*





HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL



*How quickly it goes!*



[www.harrogategrammar.co.uk](http://www.harrogategrammar.co.uk)



HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

*You have a lot of assessments but don't get too stressed about it, it's part of the bigger picture so enjoy your yr10 whilst you have the chance*





HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL



*Teacher expectations  
increase!*



[www.harrogategrammar.co.uk](http://www.harrogategrammar.co.uk)



HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

*There is a lot of available  
support that is really useful*



[www.harrogategrammar.co.uk](http://www.harrogategrammar.co.uk)



HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

*Don't be too stressed, its not  
as bad as you think!*



[www.harrogategrammar.co.uk](http://www.harrogategrammar.co.uk)



HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL

*Take advantage of all the  
opportunities that come your  
way*



[www.harrogategrammar.co.uk](http://www.harrogategrammar.co.uk)





# How to contact us



01423 531127

Term time – 8am to 4.30pm



[mail@hgs.rklt.co.uk](mailto:mail@hgs.rklt.co.uk)

[ThurleyA@hgs.rklt.co.uk](mailto:ThurleyA@hgs.rklt.co.uk)

[MasonN@hgs.rklt.co.uk](mailto:MasonN@hgs.rklt.co.uk)