

Y9 Parent Information Evening



MAIDEN ERLEGH
CHILTERN EDGE



Aim High



Be Inclusive



Work Together

Miss Bliss
Headteacher

Mr Root
Deputy Head

Mrs Haycock
Head of Year



Aim High



Be Inclusive



Work Together

The purpose of tonight:

- To set the tone for GCSE success
- Highlight support structures
- Build a strong partnership



MAIDEN ERLEGH
CHILTERN EDGE

When you think of Year 9, You think of...

Parents' Perspective

“The Options process feels like such a big decision.”

“They’re more independent... but also more opinionated.”

“Motivation comes and goes – one week focused, the next week distracted.”

“I want to guide them, but I don’t want to push too hard.”

“Are they really ready for GCSEs?”

Students' Perspective

“Finally, I get a say in what I study.”

“Taster lessons are exciting – but also stressful.”

“I want to choose the same options as my friends.. But I also want to do well.”

“GCSEs still feel far away... until someone says, ‘PPEs in the summer’.”

“I want to be treated like an adult, but sometimes I just want things easy.”

The Reality

Year 9 is a transition year – independence grows, but support is still strong.

It’s about curiosity, exploration, and starting to take ownership of learning.

Options decisions feel huge, but students are supported every step of the way.



MAIDEN ERLEIGH
CHILTERN EDGE

When We think of Year 9, We think of...

Choice

- Students exploring subjects that match their strengths and interests.
- First taste of shaping their own learning journey.

Growth

- Learning how to manage independence, friendships, and responsibility.
- Developing the resilience needed for Key Stage 4.

Opportunities

- Option taster sessions, enrichment activities, leadership roles.
- PPEs in Summer: First “real” exam experience, building confidence.

Support

- Tutors, subject teachers, careers guidance – parents aren’t alone in this.
- Structured pathways to ensure the right choices for every student.

Aspiration

- Year 9 is about laying the foundations –GCSEs are coming, but this is where the future starts.

The Options Process

Straw poll: Not final, just an indicator.

Taster sessions: “Try before you choose” in different subjects.

Options evening: Full information for parents and students.

Final decision: Supported by teachers, tutors and careers lead.

Reassure: No doors close if chosen carefully.



Aim High



Be Inclusive



Work Together

The Year 9 Journey...

- Autumn Term:

Year 9 settling, building strong habits.

- Spring Term:

Friday 27th Feb – Year 9 Parents' Evening

w/c 2nd March – Year 9 DCP Drop

- Options Process (Spring/Summer Term):

Straw poll → Option Taster Sessions → Options Evening → Final Options.

- Summer Term:

w/c 27th April – Prep for PPEs

June/July – Year 9 PPEs – first real exam experience.



Aim High



Be Inclusive



Work Together

Academic Development

Building GCSE-ready skills: Extended writing, Revision Methods, Exam-style responses.

PPEs give an early experience of formal exams, so Year 10 isn't a shock.

Consistency is key! Attendance, homework, effort!



Aim High



Be Inclusive



Work Together

A fantastic start!

- Getting into a new routine
- Meeting expectations
- Building positive relationships
- Putting in the hard work
- Attending clubs



TOTAL:

And in terms of behaviour points, the average for the year is only 2, with over 2/3 of the year not having been issued any – FANTASTIC!



MAIDEN ERLEGH
CHILTERN EDGE



MAIDEN ERLEGH
CHILTERN EDGE

GCSE Results – August 2026

Class of 2025 – 79 students
Av KS2 – 98.1

Attainment 8 (calculation of 8 results): 38.89

% students achieving Ma (G9-4): 61%

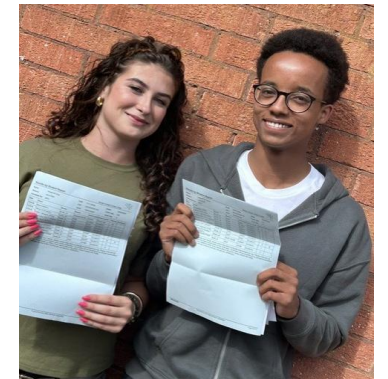
% students achieving En (G9-4): 55%

% of grades Grade 7+: 14%

17% of students achieved a Grade 9 spread across
a range of subjects

Overall Pass rate: 97.1%

Unofficial, based from CATS: Progress score: +0.44



Unlocking Potential: Our School Enrichment Strategy

THE 'WHY': SKILLS & BELONGING

- **Building Key Life Skills**

Clubs at break, lunch, and after school develop confidence, resilience, teamwork, and creativity beyond the classroom.

- **Sense of Belonging**

When children pursue their passions in school, they build strong peer friendships and feel genuinely connected to MECE.

- **The Attendance Link**

Students who feel they belong and matter show up. Enrichment is our vital 'hook' that drives daily presence and academic engagement.

KS3: 'NO OPT-OUT' STRATEGY

- **100% Participation Goal**

We are developing a new Key Stage 3 strategy to ensure EVERY Year 7, 8, and 9 student actively attends enrichment.

- **Vast Daily Offer**

An extensive range of activities offered every day at break and lunchtime—from sports, music, and drama to coding, art, and games.

- **No Child Left Behind**

We guide and support every KS3 child to find their personal interest, ensuring no student sits on the sidelines during social times.

KS4: AMBITION & REVISION

- **Encouraging Full Y10–11 Take-Up**

Actively driving participation across Years 10 & 11 to balance academic rigor with personal well-being.

- **Academic Support & Revision**

Includes structured subject revision clubs (e.g. Maths revision) to boost exam confidence and attainment.

- **Leadership & Higher Skills**

Opportunities for Duke of Edinburgh, Student Leadership, and mentoring that build competitive CVs for college and careers.

PARTNERSHIP WITH PARENTS: Encouraging your child to try a club this term is one of the single most effective ways to boost their confidence, friendships, and attendance!

Updated mobile phone policy

Phone pouches will soon be distributed to students.

Pouches must be open as students are met by the staff on the door.
We will ask them to show us the phone inside and lock them in front of us.
They are placed in their bags until the end of the day.

1st occasion – returned at the end of the day, contact home and recorded.

2nd Occasion – For a full week with parental meeting.

3rd Occasion – Follow up meeting with parents alongside removal for a half term.

Keeping in contact with us

We encourage open conversations with the school if you have a question or concern. Please be mindful that teaching staff do not necessarily have access during the day to their emails but will endeavour to respond within 48 hours

Who to contact first?

- Form Tutor – first point of contact for most issues
- Head of Year– wellbeing, behaviour, settling in
- Subject Teacher – subject-specific queries
- Inclusion Team (via the school office in the first instance) – support for additional needs
- Absence & medical Team – absence and medical issues
- School Office –admin, general enquiries

The School Report

- ☐ Students will be issued 3 reports over the course of the year and an additional PPE results sheet (June)
- ☐ Each report will include the following information:
 - ☐ Predicted Grade (end of Y11)
 - ☐ Indication as to whether they are making good progress against their benchmark grade
 - ☐ Attitude to learning score in each subject
 - ☐ Attendance
- ☐ Reports are issued through the MCAS app
- ☐ Before the first report is issued (November) we will share a “What does the report tell me” guide

 MAIDEN ERLEGH CHILTERN EDGE		Year 10 Tracking Report for Academic Year 2024-2025							
Name: 		Tutor Group: 10C							
Attendance %: 100.00									
Subject	Benchmark	PPE % Marks	Autumn		Spring		Summer		Teacher
			Predicted Grade	Attitude to learning	Predicted Grade	Attitude to learning	Predicted Grade	Attitude to learning	
English Language	7		7L	1	7L	1	7L	1	Mr A Groves
English Literature	7	75	7L	1	7M	1	7H	1	
Mathematics	4	33	4H	2	4H	2	4H	2	Mrs S Gopal
Science			6-6	2	6-6	2			Miss S Mert
Biology	5	47					5H	2	
Chemistry	5	23					4L	2	
Physics	5	27					3H	2	
Art and Design	6		6L	2	5M	2	5L	2	Ms K Lategan
Drama	6	74	5H	1	5H	1	6M	1	Mr T Harte
Food and Nutrition	5	54	4M	1	5L	1	6L	1	Mrs C Ashley
Geography	8	62	6M	1	8H	1	7M	1	Mr C Sheridan

Students will receive a copy of their report too and complete reflection tasks with their tutor and set goals for the upcoming term

Class Charts

- ☐ **Vital information for you to support your child's education**
- ☐ **Positive and negative points**
- ☐ **Organisation (homework tasks)**
- ☐ **Absence reporting**
- ☐ **86.5% parental engagement currently**



If you are having issues onboarding, then please let us know and we can help!

Every Day Counts: The 90% Illusion & Early Momentum

THE 90% ILLUSION

90% Attendance = 19 Days Missed

- **90% sounds like an 'A' grade in an exam** — but in school attendance, 90% actually means missing 19 full school days every year.
- **Lost Learning Hours:** 19 days of absence equals over 95 hours of direct classroom learning lost in a single academic year.
- **The 5-Year Impact:** Maintaining 90% attendance across secondary school adds up to half a full school year of education lost.
- **High Expectations:** We are ambitious for your child's future, which is why 90% is not 'good enough' for their life chances.

THE 58% FIRST-WEEK CLIFF EDGE

Missing 1 Day = 2.7× Risk Multiplier

National data shows that 58% of secondary students who miss just 1 day in the first week of term go on to become persistently absent. Early momentum protects the whole year!

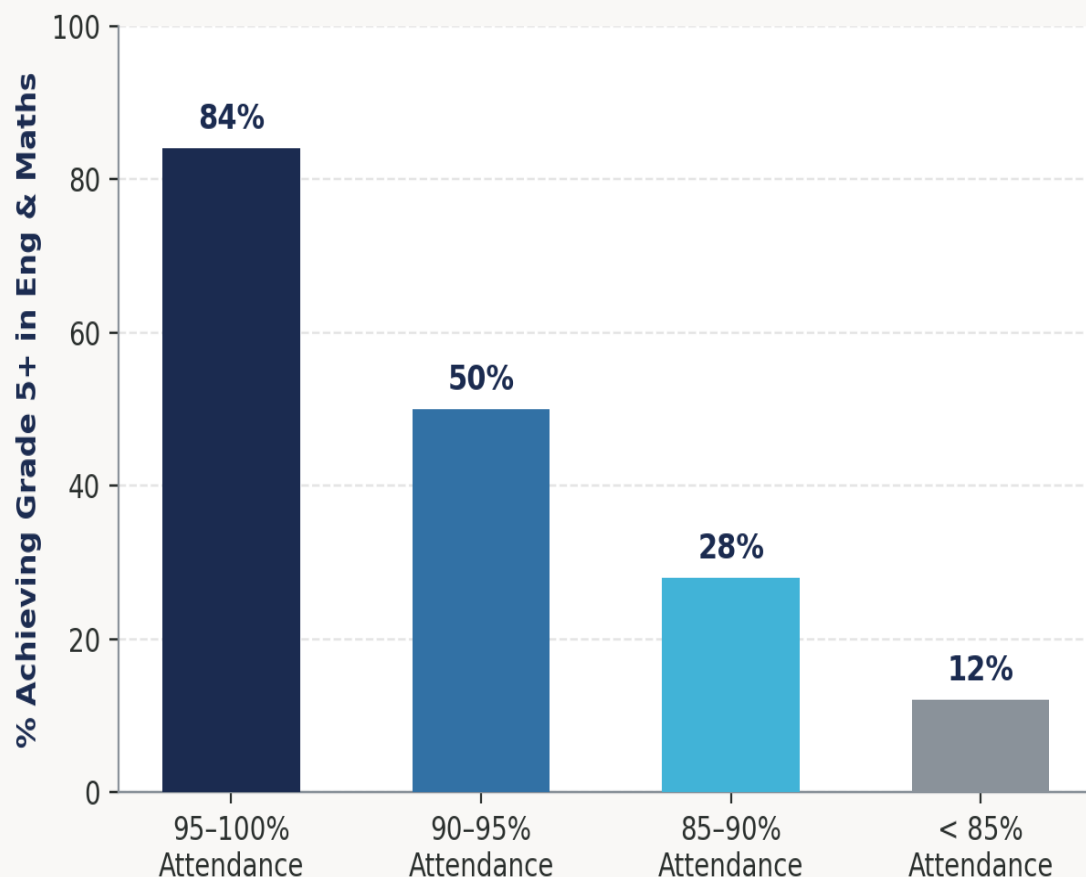
THE FIRST 10 DAYS THRESHOLD

6× Higher Risk of Chronic Absence

Missing just half a day in the first 10 days of term makes a child 6× more likely to fall into chronic absence and 17× more likely to slide into severe absence. We intervene early to support!

How Attendance Directly Drives GCSE Attainment

GCSE Attainment vs. Attendance Rate



DOUBLE THE ODDS OF GCSE SUCCESS

95%+ Attendance Unlocks Performance

- **Near-Perfect Attendance:** Students with 95%+ attendance are twice as likely to achieve Grade 5+ in GCSE English & Maths.
- **10-Day Impact:** Missing just 10 additional days in a year halves the likelihood of achieving strong passes.

PROTECTING LIFE CHANCES & CHOICES

Unashamedly Ambitious for Your Child

- **Unlocking Options:** Attendance is not about rules — it is about opening doors to top A-Levels, college courses, and apprenticeships.
- **Unapologetic Targets:** We set high targets because we refuse to lower our ambitions for what your child can achieve.

Year 9

Tutor Time

- A rota of activities to support students with revision and life skills, also incorporating activities from Assemblies supporting the PSHE curriculum
- Pastoral and progress support/mentoring
- Communication between teachers / tutors / HOY
- Opportunities for students to enrol in the mentoring programme and develop their own leadership skills
- Weekly catch up with tutors



Year 9 Tutors

- 9A – Mrs Pallavaram s.pallavaram@maidenerleghtrust.org
- 9B Miss Basson l.basson@maidenerleghtrust.org



MAIDEN ERLEGH
CHILTERN EDGE



Aim High



Be Inclusive



Work Together

Year 9 – Key events/dates

- **Thursday 22 Oct- DCP 1** Parent Reports Published
- **Thur 11 Mar** – Year 10 DCP 2 Parent Reports Published
- **W/C 26 Apr** – Year 10 PPEs (mock exams)
- **Thur 17 Jun** – Year 10 DCP 3 Parent Reports Published

In the summer term, we begin the process of all students having a 1:1 careers conversation with our Trust Careers Advisor.

This generates an action plan to kick start their post 16 planning.



Aim High



Be Inclusive



Work Together

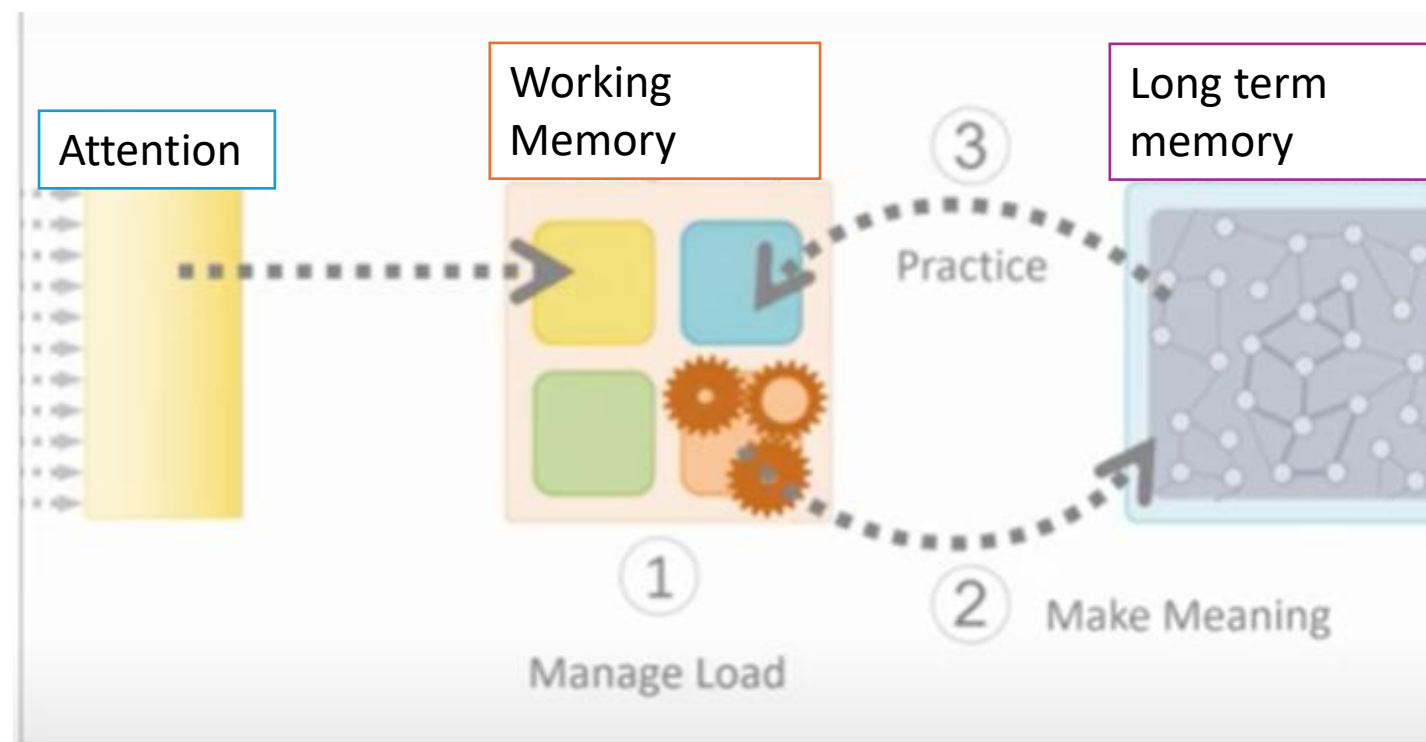
Teaching and Learning at MECE





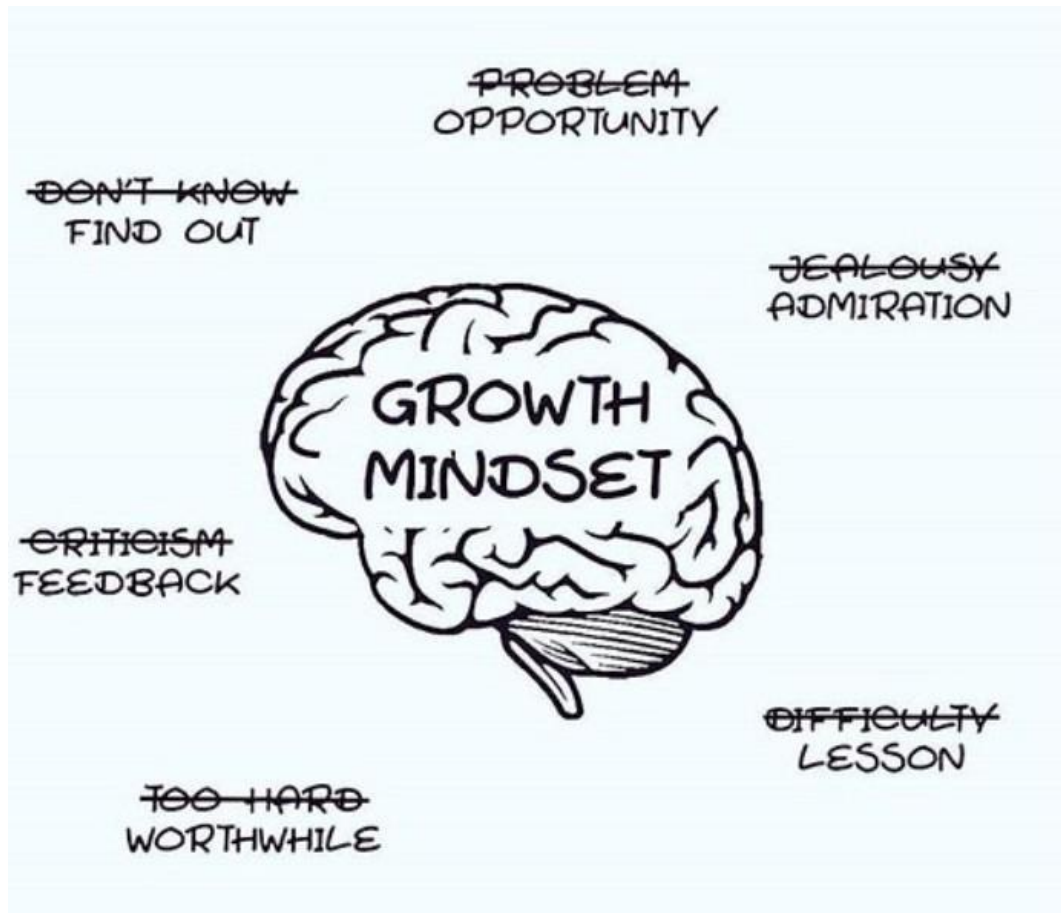
The science behind learning

1. **Attention** – keeping our learning environment distraction free, eg *tools for learning*, quiet work
2. **Working memory** – is very limited! Use our exercise books to make helpful notes and off-load our working memory, *exercise books live at home*
3. **Long term memory** – is the key! Practice and contextualising learning are crucial both in school *and at home, using knowledge organisers*

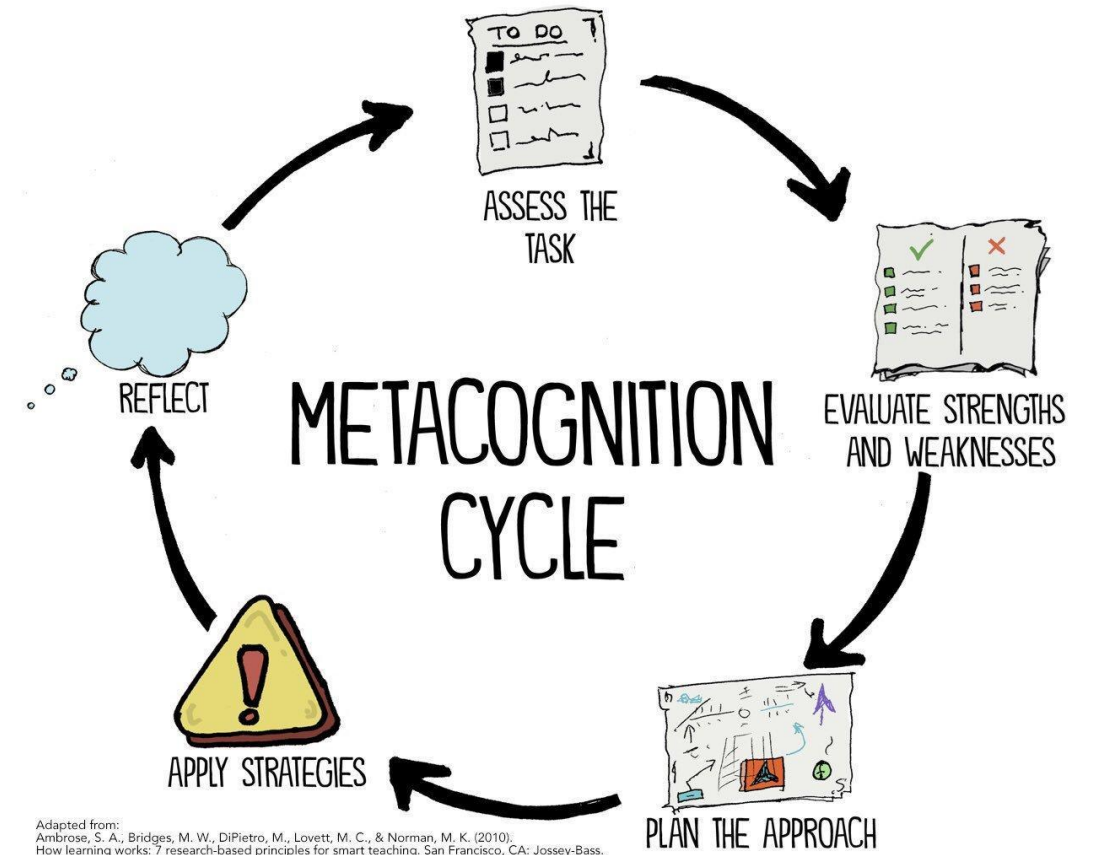


Improving your long term memory

Growth Mindset



Metacognition



Learning at home

Why?

- At KS4 we cannot cover all the content and practice just in lessons
- Embedding homework habits is crucial for success at KS4
- Homework habits are good for general life skills of organisation, accountability and independence
- The time to work and think independently helps embed information into the long-term memory
- Spaced practice is important to improve long term memory



What homework will look like

- Regular
- Set on ClassCharts
- Will vary according to subject but will include
 - Retrieval practice
 - Learning vocabulary
 - Reading tasks

Homework Club:

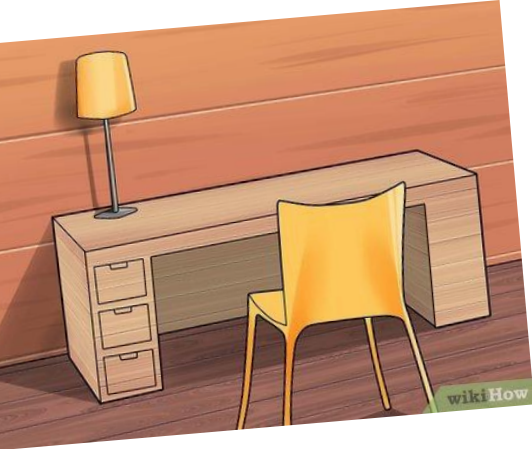
- 3.15- 4.15pm Tuesday & Wednesday
- In the library
- The 25 bus will now stop outside school



Aim High

Be Inclusive

Work Together



Top tips for home learning success

- Find somewhere quiet to work
- Free yourself from distractions: TV, phones, friends, social media etc
- If you find music helps you focus, choose music **WITHOUT** lyrics!

- Little and often is better than cramming for hours.
- Highlighters can help categorise your note-making, highlighting itself is not a strategy for learning.

General good practice for learning: eat a healthy diet, get a good night's sleep and exercise regularly, all of these reduce stress.



Aim High



Be Inclusive



Work Together

Thank you for
coming!

#MECEFamily