



WELCOME TO BOHUNT FARNBOROUGH

Welcome Back to Year 9 - Family Information Evening

enjoy respect achieve



Welcome

Daryl Bond
Headteacher



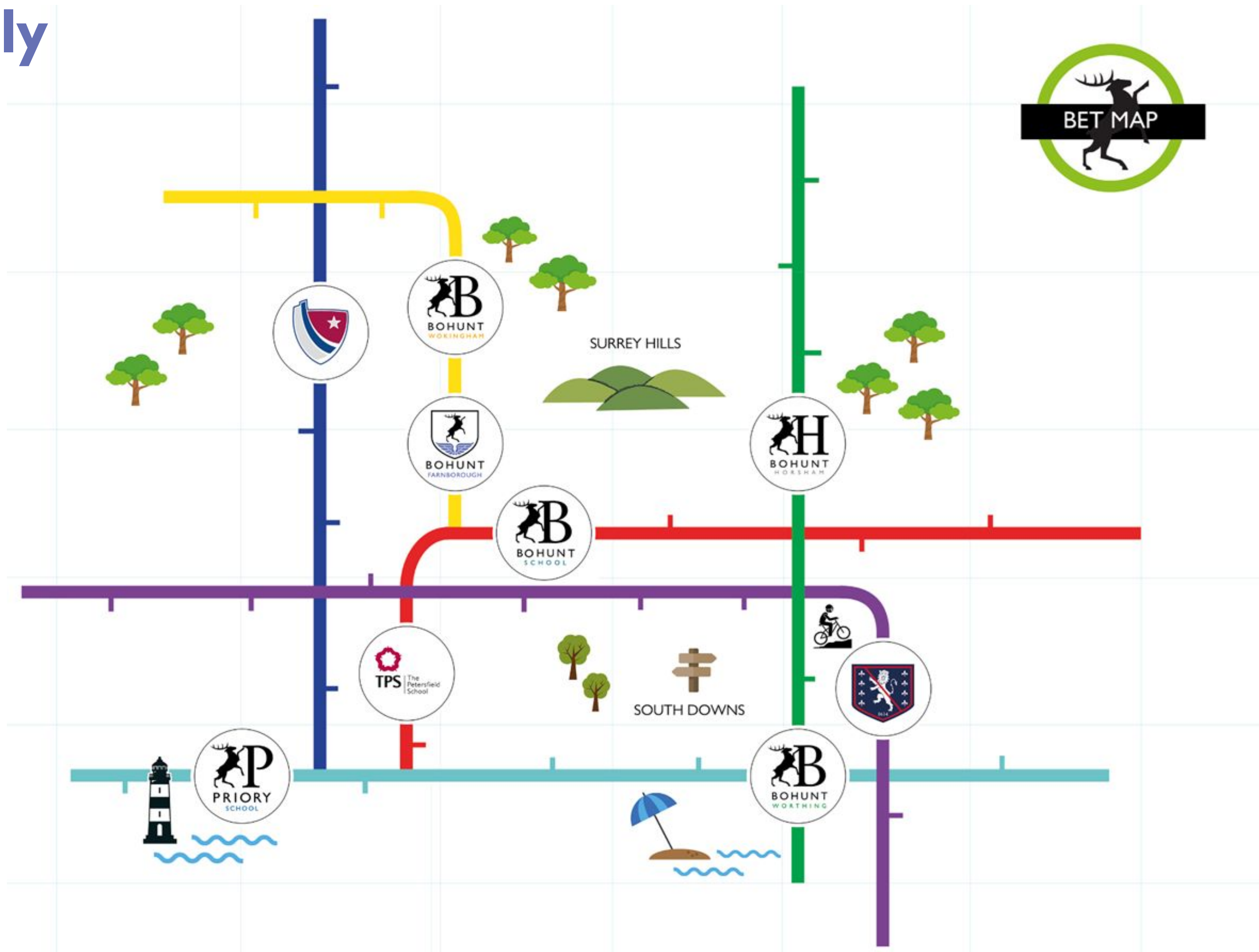
BOHUNT

EDUCATION TRUST

enjoy respect achieve



FAB Family



The highest expectations, an ethos of Enjoy Respect Achieve, unparalleled opportunity and highly effective teaching combine to develop students who are ‘game-changers’.

We believe in the transformative power of education.

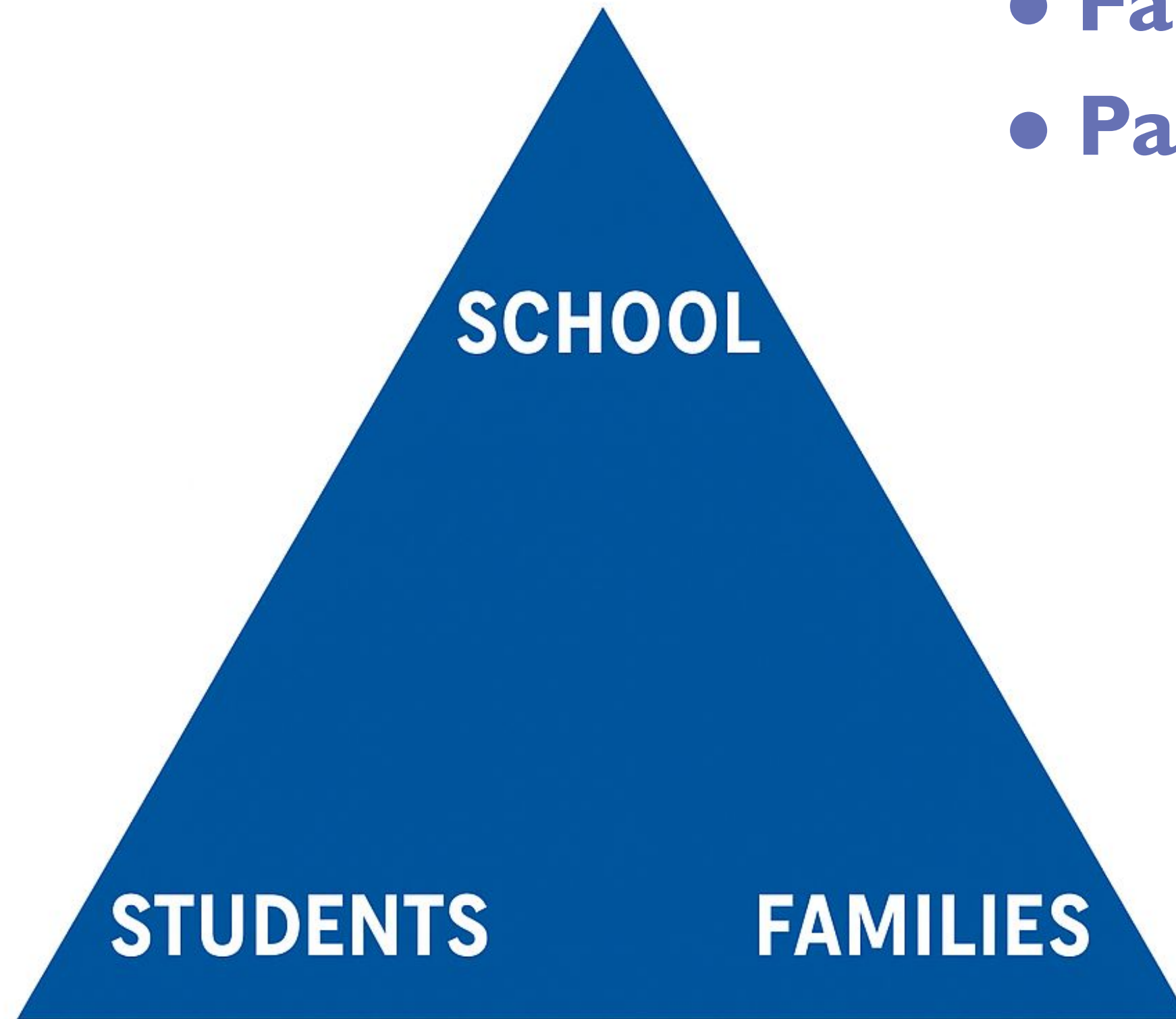
A FAB Future



Everything Is Possible

A FAB Future

- **Family Focus Group**
- **Parent Governors**



BOHUNT FARNBOROUGH

Welcome to Upper School



Welcome to Upper School

Key Differences from Key Stage 3

GCSEs represent a step up in both challenge and expectations.

- **Greater Depth and Complexity:**

Topics go beyond the surface level — students are expected to analyse, evaluate, and apply their knowledge in new contexts.

- **Higher Expectations:**

There is a greater emphasis on independent thinking, extended writing, and mastery of subject-specific terminology.

- **Assessment Style:**

Assessment becomes more formal and exam-focused, with students beginning to practise the kinds of questions they'll see in their final exams.



The Focus in Year 9

Year 9 is a crucial foundation year for GCSE success. It's about more than just content — it's about building the mindset and habits students will need to thrive.

- **Learning New Content:**

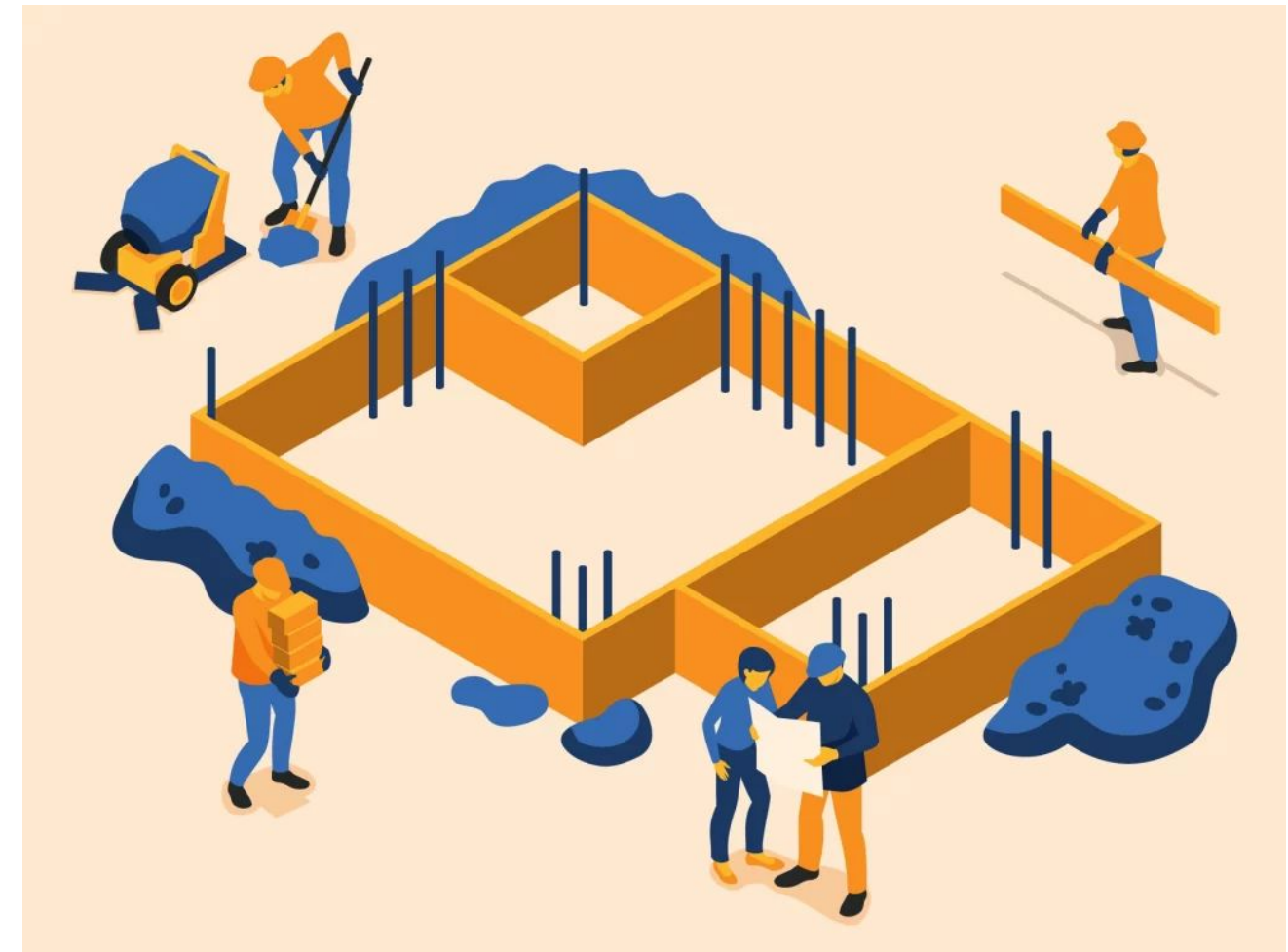
Students are covering material that is part of their final GCSE course. This early exposure gives them more time to absorb and understand what they're learning.

- **Developing Subject-Specific Skills:**

From scientific analysis to historical interpretation, or from problem-solving in maths to creative expression in English or the arts, students are honing the key skills that underpin each subject.

- **Building Independent Learning Habits:**

Perhaps most importantly, Year 9 is when students begin to take more ownership of their learning. This includes organising their notes, managing homework deadlines, revising for assessments, and asking for help when needed.



Subject Choices & Curriculum Overview



BOHUNT
FARNBOROUGH

Core v Open Subjects

Core Subjects

Purpose: To provide foundational knowledge and skills that are essential for all students. These are subjects that all students will study.

Examples (UK National Curriculum):

- a. English
- b. Mathematics
- c. Science

In some regions or for specific qualifications like the [English Baccalaureate \(EBacc\)](#), these include a language, history, or geography.

Open Subjects

Purpose: To allow students to explore and focus on their personal interests, leading to specialisation.

Examples: These vary widely and can include subjects from music, drama, or art, business.

Characteristics: Students have the freedom to choose from a range of options, which are not typically part of a mandatory national set.

Content and Skills

- **Content:**

Students will be introduced to increasingly challenging topics that build on their Key Stage 3 knowledge but go into much greater detail.

- **Skills Development:**

Each subject focuses on key skills such as critical thinking, analysis, problem-solving, practical application, and independent research. Students will learn how to organise and express their ideas clearly, interpret data, and evaluate evidence — all vital for academic success and beyond.

Assessment Structure

The following subjects have coursework:

- Art and Photography - 100%
- Drama - 60%. Two pieces of performance
- Design Technology - 50%. One extended piece: research, plan, design, make, evaluate.
- Food Technology - 50%. Two pieces: investigation, preparation.
- ICT - 60%. Plan, create, modify and evaluate databases.
- Health and Social Care - 60%. Two pieces of coursework
- Music - 60%. Two pieces of coursework: composing, performing.
- Physical Education - 40%. Two pieces of coursework: practical (3 sports), analysis and evaluation of performance
- Textiles - 50%. One extended piece: research, plan, design, make and evaluate

Key Dates



Key Dates

- 23rd September - Maths Baseline assessment
- 24th September - Open Evening
- 26th September - INSET Day
- 27th October - Half Term
- w/c 24th November - ATL Reports to Parents
- 2nd February - CTA (cross Trust assessments)
- w/c 9th March - Reports to Parents
- 18th March - Parents Evening
- 1st June - CTA (cross Trust assessments)
- w/c 29th June - Reports to Parents
- w/c 20th July End of Year Reports to Parents

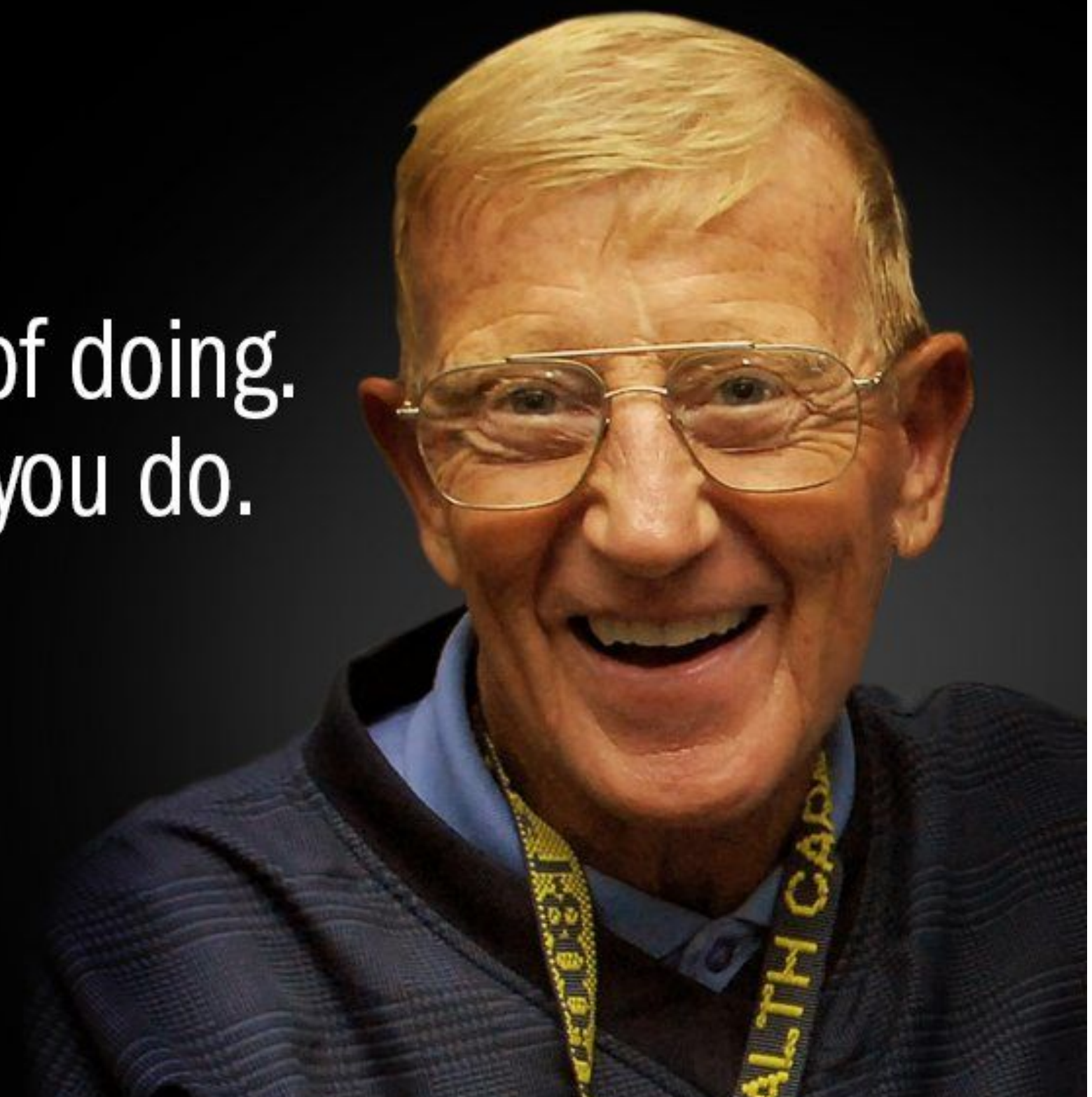
Monitoring Progress



Tracking Progress

Ability is what you're capable of doing.
Motivation determines what you do.
Attitude determines
how well you do it.

– Lou Holtz



What Expected Progress Looks like in Year 9

- Students working in line with, or above, their target grades.
- Consistently completing homework and classwork to a good standard.

Year 9 HW Timetable

Week 1 & Week 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Year 9	Spanish	History	Business Studies	Science	CS
	English		Maths	Geography	

- Beginning to revise independently ahead of assessments.
- Showing resilience when work becomes more challenging.

Why Consistency Matters In Year 9

- Year 9 is the “**groundwork and tuning phase**” of GCSEs — It’s the year when the engine is carefully built, parts are tested, and everything is aligned to ensure smooth running later on..
- Regular effort avoids the pressure of “cramming” in Year 11.
- Good habits now = **strong foundations**.
- Consistency in attendance, homework, and classwork makes the difference between “just passing” and **achieving potential**.

Dreams don't
work unless you do.
Be consistent, make
it happen.

Wellbeing and Transition Support



Managing Change

New Subjects, Teachers, Routines

- **Normalise the change:** New subjects and teachers are a chance to grow independence. It's common for students to feel unsettled at first.
- **Organisation skills:** Encourage use of planners, checklists, or digital calendars. Parents can support by checking in regularly at first, then giving more independence as confidence grows.
- **Consistency at home:** Simple routines (bedtime, homework slot, meal times) help anchor students when school feels different.



Support for Anxiety, Motivation and Confidence

- **Anxiety is normal in transition:** Some worry is expected; persistent, overwhelming anxiety should be shared with school.
- **Motivation:** Praise effort and progress, not just results. Break tasks into chunks to reduce overwhelm.
- **Confidence:** Encourage risk-taking in learning (trying something hard, not being afraid to get it wrong). Parents can model “having a go” and sharing their own mistakes.
- **Wellbeing strategies:** Breathing exercises, journaling, physical activity, and mindfulness can all help.



Mobile Phones and Mental Health

The challenge

- Mobile phones and social media are now part of daily life, but **overuse can increase anxiety, low mood, and poor sleep.**
- Constant comparison with others online can impact **self-esteem.**
- Notifications and scrolling make it harder for students to **focus on revision and rest.**

What parents can do

- Encourage **phone-free routines** at key times — during homework, mealtimes, and especially before bed.
- Agree on a **‘phone curfew’** — leaving devices outside the bedroom at night.
- Model healthy digital habits as adults — children copy what they see.
- Keep open conversations about **online friendships, gaming, and social media pressure.**

Mobile Phones and Mental Health

The challenge

- Mobile phone use can increase anxiety, depression, and stress.
- Constant checking of phones can interfere with sleep and rest.
- Notifications can be distracting and lead to decreased productivity.

What parents can do

- Encourage children to put their phones away, especially during meals and bedtime.
- Agree on a family phone-free zone.
- Model healthy digital habits – children copy what they see.
- Keep open conversations about **online friendships, gaming, and social media pressure.**

Phones in school are a prohibited item, is seen or heard your child will be suspended. Plans are in place for all phones to be handed in at school in the near future.

Who Can I Contact?

Tutor	Tutor email address
9A Miss Sikander	ssikander@bohuntfarnborough.com
9C Miss Rixon	hrixon@bohuntfarnborough.com
9R Miss Andrews and Miss Gustafdottir	kandrews@bohuntfarnborough.com agustafdottir@bohuntfarnborough.com
9Y Miss Lovelock	dlovelock@bohuntfarnborough.com

Head of Year - Mr Wilson pwilson@bohuntfarnborough.com

Assistant Head of Year - Miss Hawkins ahawkins@bohuntfarnborough.com

Safeguarding Awareness



Mrs Pope
Designated
Safeguarding Lead



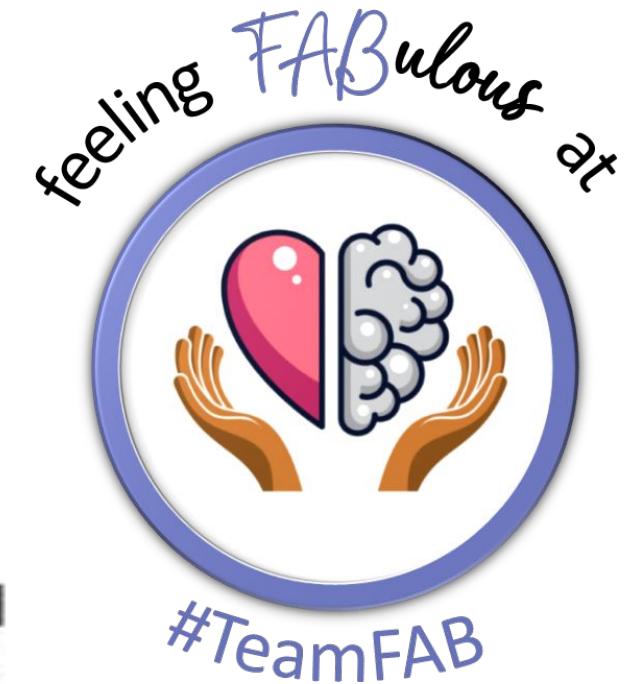
Mrs Bennett
Operational Designated
Safeguarding Lead



Mr Bond
Deputy Designated
Safeguarding Lead



Mrs Jerrom
Deputy Designated
Safeguarding Lead



- Keep communication open — ask how they're feeling, not just how they're doing at school.
- Watch for changes in behaviour (withdrawal, irritability, sleep changes, loss of interest).
- Know who to contact in school if you're worried — pastoral team, safeguarding lead.
- Monitor online activity and social media — balance trust with gentle supervision.

Expectations and Behaviour

Attendance, punctuality, and engagement in lessons.

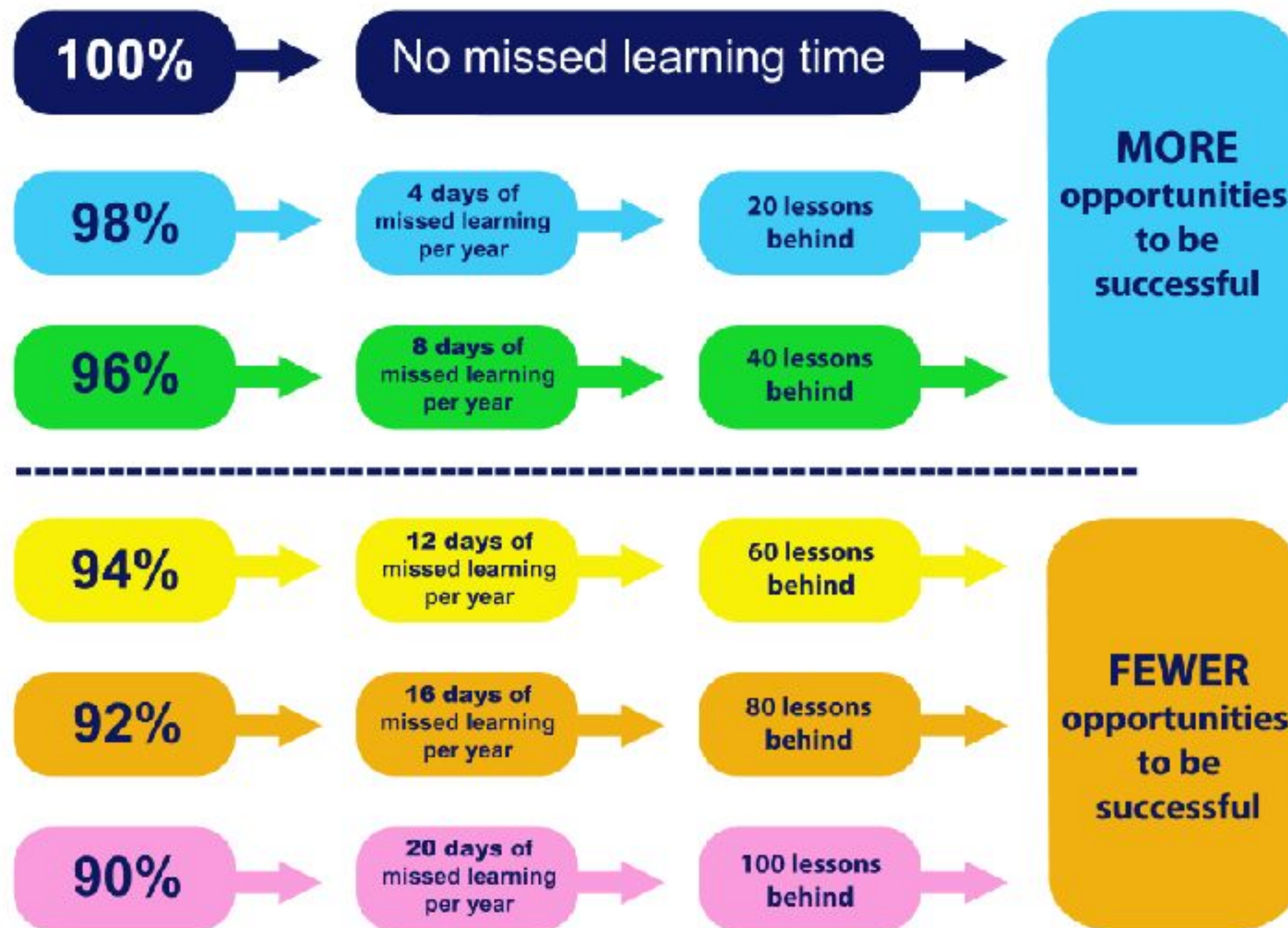
Uniform and conduct expectations.

Importance of setting high standards and finishing strong.



BOHUNT
FARNBOROUGH

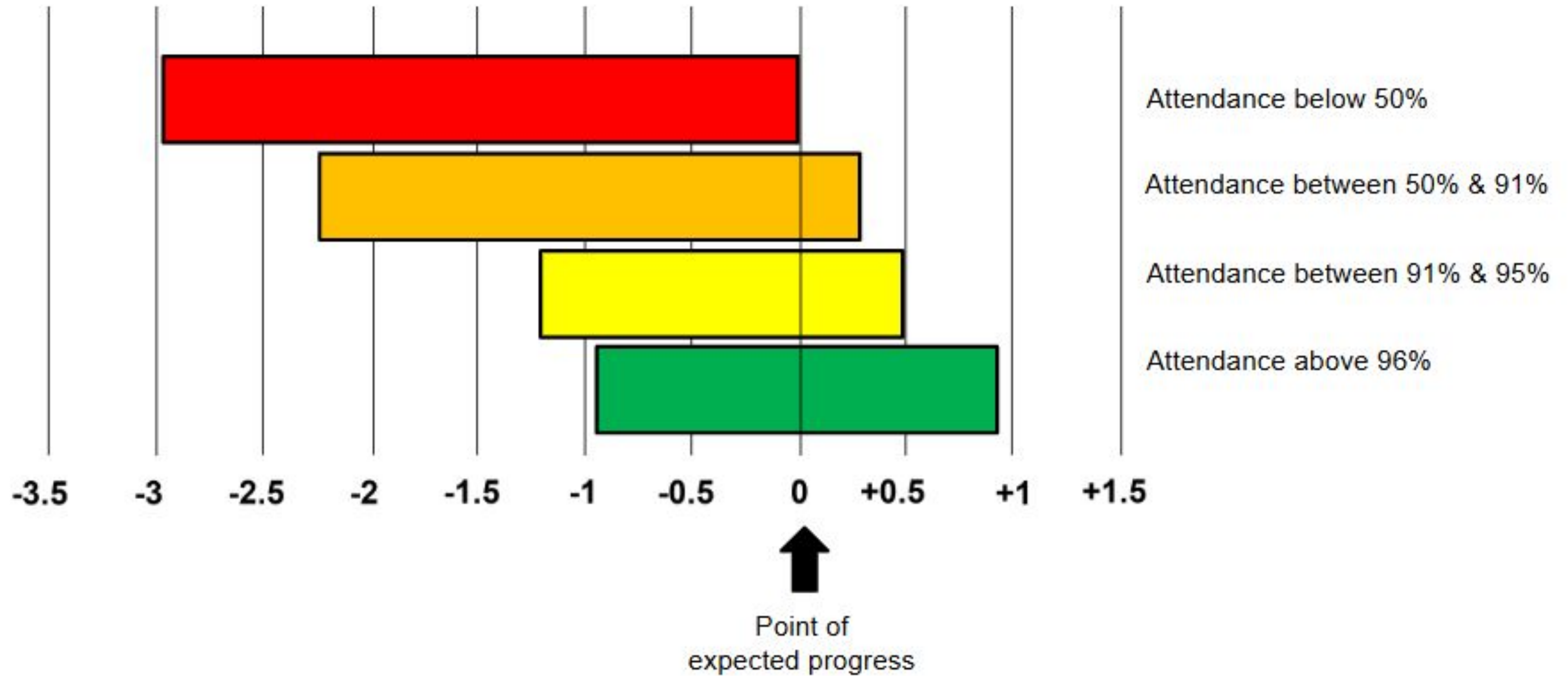
The higher your attendance, the greater your success



ENJOY | RESPECT | ACHIEVE



Attendance vs Progress





**BE HERE
TO GET
THERE**

**BOHUNT
FARNBOROUGH**

Education + Attendance + Effort = Endless Possibilities

Punctuality

10 mins late per day = 30 hours lost per year = 6 days lost

Punctuality to School - between 8.35am and Period 1. School Day commences at 8.35am with the morning bell.

- School gates will close at 8.35am.
- If a student arrives after 8.35am they will be required to attend the SLT line up and SLT morning tutorial session in PE1.
- If a student is late to school on two or more occasions in a week, they will also receive an SLT detention on Friday.

Punctuality to School - after Tutor Time. Students arriving on site during Periods 1-5, without a valid reason reported by their parent or carer, will receive a C4.

Punctuality to Lessons. If a student does not arrive by the second bell, they will receive a C4.

Mr Wilson - Leading the Year Group with a Winning Mindset

Attendance & Punctuality

Be here, every day, on time.

96%+ attendance is the minimum to succeed.

Attitude to Learning

Be focused, engaged, and ready to contribute.

Disruption-free classrooms are non-negotiable.

Organisation

Arrive equipped: pen, calculator, pencil etc, PE kit.

Keep deadlines, complete homework/coursework on time.

High Standards

Present work neatly, with pride.

Aim for your personal best in every subject.

Wear uniform correctly

Respect & Responsibility

Show respect to staff, peers, and yourself.

Make choices that help you — and others — succeed.

Personal Development

Take part in wider opportunities (sport, clubs, leadership).

Look after your wellbeing and ask for help if you need it.

My expectations for you are simple but powerful: work hard, stay focused, support one another, and never give up on your goals.

Getting Engaged with the FAB Way

Monday		
Dodgeball (KS4)	Lunch Time	Old Gym
Choir (All Years)	After School	MUI
Fitness	After School	PE
Duke of Edinburgh	After School	PE
Study Support	After School	CO3

Tuesday		
Dodgeball (KS4)	Lunch Time	Old Gym
Dance Club	Lunch Time	Drama Studio
GCSE Music Composition	After School	MUI
Football	After School	PE
Netball	After School	PE
Study Support	After School	CO3

Wednesday		
Keyboard Club	Lunch Time	MUI
Dodgeball (KS4)	Lunch Time	Old Gym
Study Support	After School	CO3

Thursday		
Dodgeball (KS4)	Lunch Time	Old Gym
Just Dance!	Lunch Time	Drama Studio
Conservation Club	After School	
GCSE Music Composition	After School	MUI
Leadership	After School	PE
Handball	After School	PE
Study Support	After School	CO3

Friday		
Dodgeball (KS4)	Lunch Time	Old Gym
International Club	Lunch Time	
Badminton	After School	PE

D of E



BOHUNT
FARNBOROUGH

Looking Ahead: The GCSE Journey

- Year 9 = foundation year
- Year 10 = development and depth
- Year 11 = consolidation and final assessments
- Importance of attendance, effort and engagement **from the start**



How parents can help at home

- Help build good routines early (homework time, phone boundaries)
- Encourage independence — not doing the work, but guiding the approach
- Talk to your child about what they're learning
- Know who to contact if concerned

