

Year 9 Parent Information Evening

Academic Year 2023-24



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Principal's welcome

Mrs Katie Boyes
Principal



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Mission and Values



Respect
Ambition
Resilience

- 'To give our young people the knowledge, skills and outlook needed to achieve great outcomes, but also remain humble and proud of our rural community'
- 'To ensure all members of Huish Episcopi feel they really belong in our school, are valued and appreciate each other.'



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United Learning

- Part of a multi academy trust called United Learning
- 90+ schools across the UK
- One of the most successful in the country
- Cluster including 5 secondary schools, 1 primary and USF 6th form



Benefits

- Specialist subject support
- Professional development
- Student excellence visits and trips
- Termly monitoring visits
- School to school support



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Capital Project

United Learning has been successful in obtaining some money specifically to help improve our school site.

- **Roofs**
- **Heating**
- **Catering** – the academy will be looking to improve the catering facilities around the site. This will include extra seating, outdoor canopies and catering pods to ease the congestion in the dining halls.
- **Toilets** – we will improve the condition of the toilets across the site
- **Other** – New lighting, doors and windows to ensure our site is safe and compliant.



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Mr Vaughan - Vice Principal

Quality of Education



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Curriculum

- Year 9 is the final year of the Key Stage 3
- All students follow broad and balanced curriculum, meeting the statutory expectations set out in the National Curriculum
 - English, mathematics, science and RE
 - Humanities
 - Modern foreign languages
 - Arts
 - Technology
- Curriculum developed by United Learning and amended to suit our local context



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Curriculum

Subject	Lessons per fortnight	Subject	Lessons per fortnight
English	7	Art	2
Maths	7	Computing	2
Science	7	Drama	2
Geography	4	DT	3
History	4	Music	2
MFL	4	RE	2
PE	4		



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Looking ahead to year 10

- The KS4 options process starts in year 9
- All students in year 10 follow the core curriculum:
 - English, mathematics, science, RE and PE
- All students have access to a broad range of GCSE and Level 2 vocational qualifications through the options process
- We encourage all our students to study humanities and languages where appropriate



The Huish lesson

- Lessons have a common structure
 - Retrieval
 - Teaching
 - Checking for understanding
 - Independent practice
 - Review



Assessment

- Assessment of learning happens continuously:
 - Retrieval practice at the start of every lesson
 - Live marking during lessons
 - Marking of topic tests and longer written assessments
- In addition, all students complete a termly common assessment which will be reported in termly reviews to parents. Attitude to learning will also be shared.
- Review dates:
 - 10th November 2023, 28th March 2024 and 12th July 2024
- Parents' Evening: 11th January 2024
- Options Evening: 23rd January 2024



Homework

- Homework in Year 9 is built around knowledge organizers, self-quizzing and independent reading.
- Students are issued with a knowledge organizer booklet each half term.
- Students practice in their homework exercise book.
- Homework exercise book is checked daily by the tutor.
- Parents supervise a minimum of 30 minutes independent reading every day.



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Year 9 Homework Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Week 1	<ul style="list-style-type: none"> • Sparks English • 30 minutes reading 	<ul style="list-style-type: none"> • Sparks Maths • 30 minutes reading 	<ul style="list-style-type: none"> • Science KO • 30 minutes reading • 30 minutes online learning 	<ul style="list-style-type: none"> • Languages KO • 30 minutes reading • 30 minutes online learning 	<ul style="list-style-type: none"> • Music and Drama Homework • 30 minutes reading • 30 minutes online learning 	Optional additional tasks: online learning, reading etc.
Week 2	<ul style="list-style-type: none"> • DT and IT KO • 30 minutes reading • 30 minutes online learning 	<ul style="list-style-type: none"> • RE KO • 30 minutes reading • 30 minutes online learning 	<ul style="list-style-type: none"> • History KO • 30 minutes reading • 30 minutes online learning 	<ul style="list-style-type: none"> • Geography KO • 30 minutes reading • 30 minutes online learning 	<ul style="list-style-type: none"> • Art Homework • 30 minutes reading • 30 minutes online learning 	



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Ready to Learn - Equipment

The Basics:

- School bag
- Pencil case (ideally clear)
- Pens x 2 at least (blue or black ink)
- Green pen x 2
- Pencil x 2
- Pencil sharpener
- Eraser
- 15cm ruler
- Calculator
- Timetable
- School books (provided)
- *Homework book (provided)
- *Planner (provided)



*coming soon

Desirable:

- Maths set
- Highlighters
- Glue Stick



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Ms Horsford - Assistant Principal

SENCO



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Introduction to the SEN team

- Ms Fran Horsford - Assistant Principal SENCO
- Ms Childs - Deputy SENCO
- Ms Douglas – SEND Assessor
- Ms Sophie King- SEND Coordinator
- Ms Green and Ms Gould – Higher Level Teaching Assistants
- Learning Support Assistants.

Additional Colleagues:

- Mrs Sharon Baldwin – Literacy Intervention Lead
- Mr Terry Sollis – Numeracy Intervention Lead
- United Learning SEND Advisor - Sarah Horn
- Local Authority Advisory teacher- Mark Long



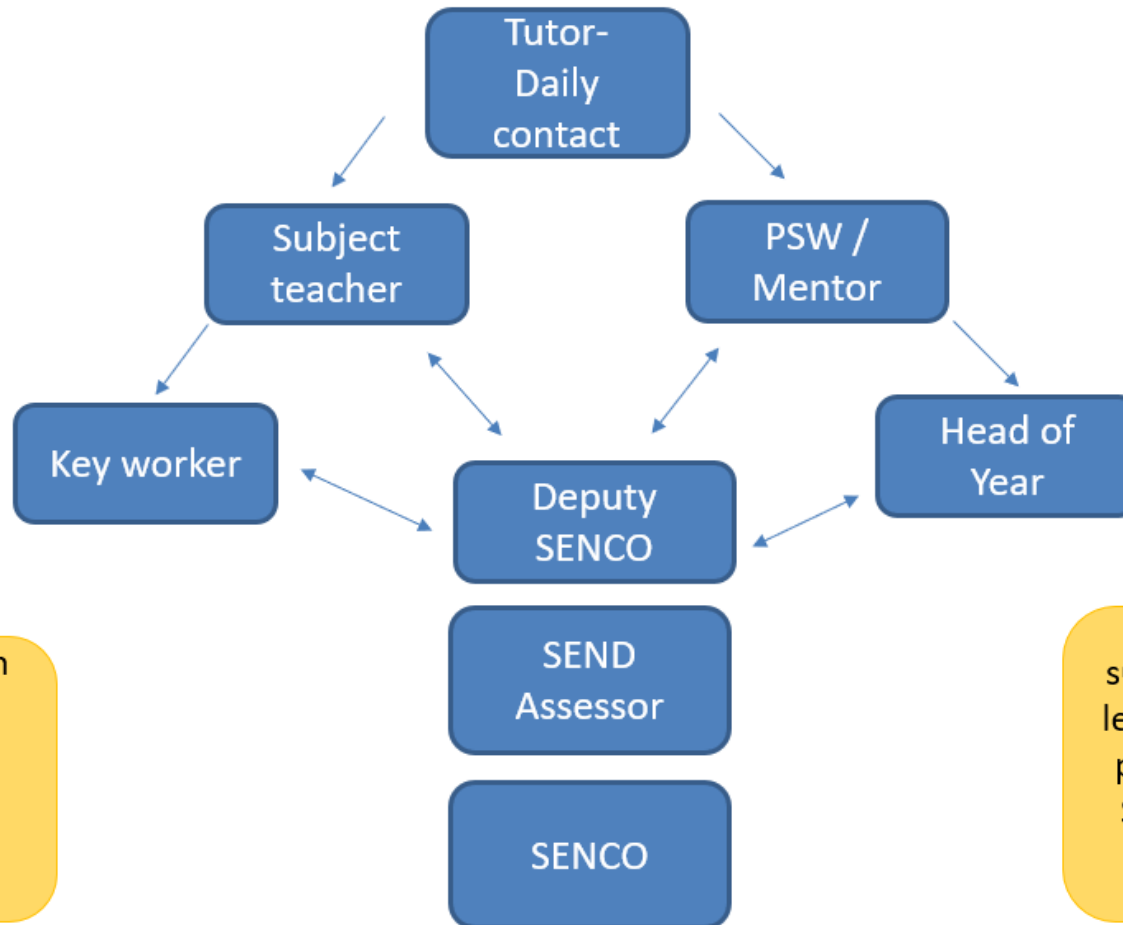
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Points of contact

#TutorFirst



SEND is a golden thread running through the school not an isolated department

All teachers, support staff and leaders are active participants in a SEND student's educational journey



For *pastoral* difficulties...

...The Tutor is the first point of contact.

They use the 'Pupil Passport' and information from BromCom to help put strategies in place to address the issue.

If the query is not resolved, the Tutor may make contact with the student's Keyworker/LSA, if they have one.

Actions taken, up to this point, will be identified and logged before referring to HOY.

If the HOY is unable to resolve the issue, they will refer to, or consult, the *SEN Team* for the consideration and allocation of an appropriate support pathway.

This process is called a Graduated Response. It ensures that all colleagues consider student's needs and identify strategies to support needs through reflective practice.

For *learning* difficulties...

...The Subject Teacher is the first point of contact.
Tutors will forward any queries of this nature to the subject teacher.

They use the 'Pupil Passport', assessment data from BromCom and their own reasonable adjustments to explore the difficulty in accessing lessons and take first steps to resolve issues.

If the identified support strategies are not effective, and there is no progress made after two cycles (e.g. 2 half terms), the teacher will meet with the *Head of Curriculum* subject before considering a referral to the SEN triage system.

SEND students on the register at 'Targeted' level who are consistently working below age-related expectations over time will be assessed for intervention.



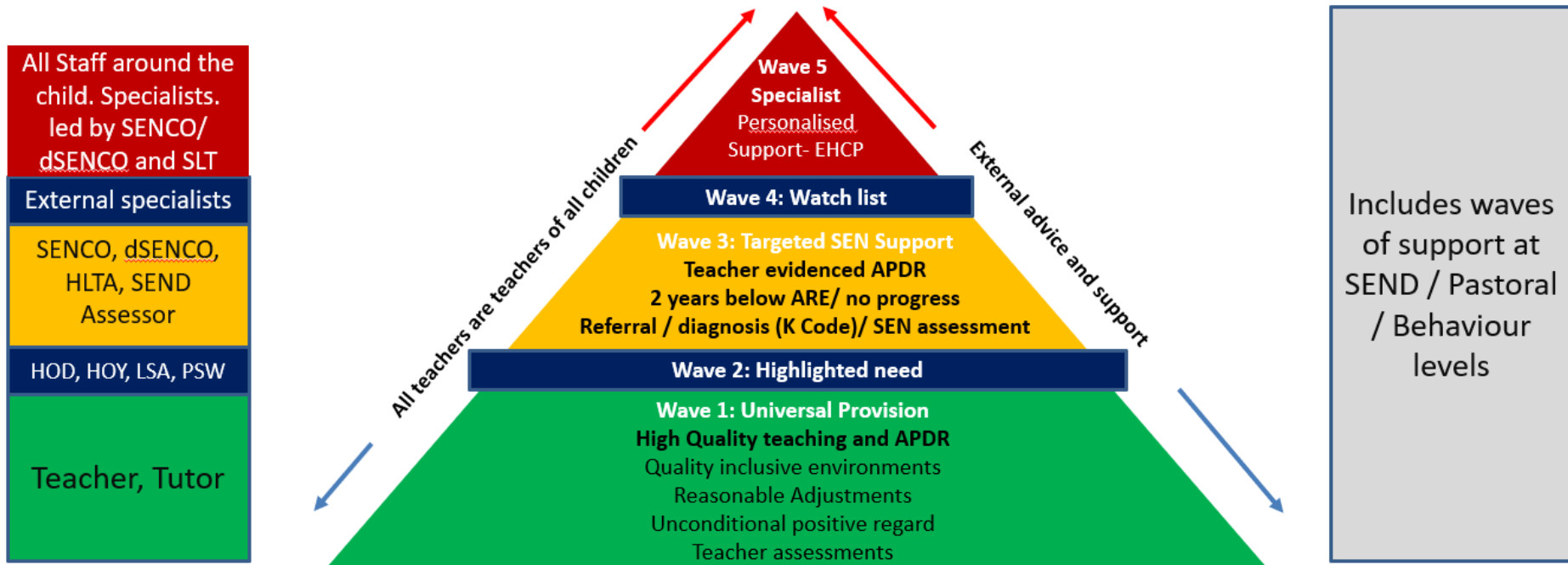
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The Graduated Response: A whole setting approach

This is a fluid process: Students can move up **or down** the levels of need dependent on progress.



Mr Daniel - Vice Principal

Behaviour and
Attitudes
Designated
Safeguarding
Lead



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Character Education

- To develop responsible, respectful and active citizens.
- To develop students' character, giving them qualities they need to flourish in society.
- To develop students' confidence and resilience so they can keep themselves mentally healthy.
- To prepare students for the next phase of their education.



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Huish Personal, Social, Health Education – phase one

- All students will receive one PSHE session each week during afternoon tutor time, delivered by the member of staff who knows that group of students the best – the tutor.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Assembly	Reading	PSHE	Reading	Reading
Year 8	Reading	Assembly	Reading	PSHE	Reading
Year 9	Reading	Reading	Assembly	Reading	PSHE
Year 10	PSHE	Reading	Reading	Assembly	Reading
Year 11	Interventions	PSHE	Interventions	Interventions	Assembly

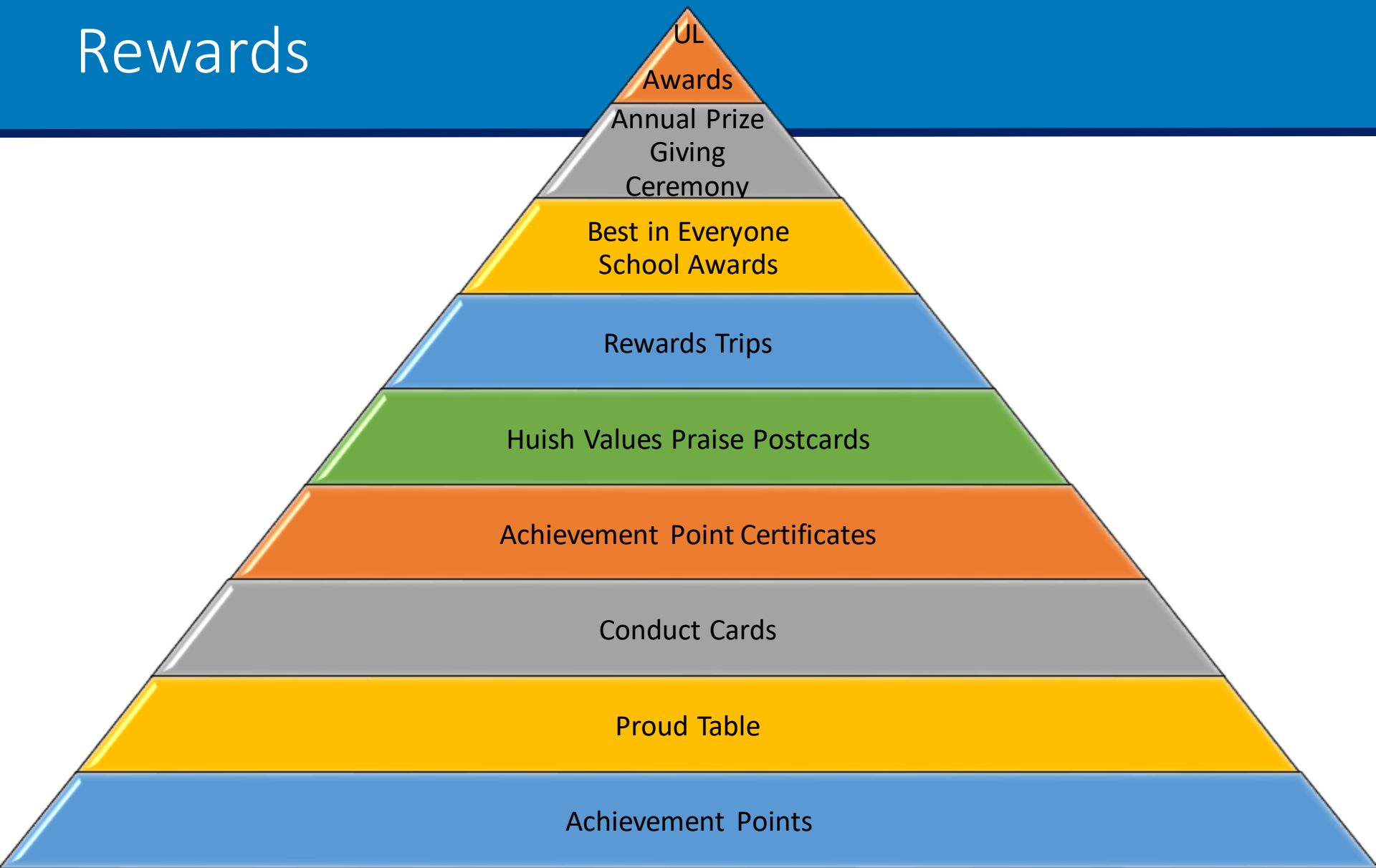


The PSHE programme

- The weekly sessions will be based around the key themes of:
 - Identity
 - Responsibility
 - Rights
 - Values
 - Careers and thinking about the future
- Relationship and Sex Education (RSE) is incorporated into the PSHE curriculum which meets statutory requirements.



Rewards



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Student Leadership


- Students will all be given leadership opportunities throughout the year, including
 - Student Council Representatives
 - Prefects (Year 11s)
 - Anti-bullying Ambassadors
 - Sports Leaders
 - Eco-School Ambassadors




New Safeguarding Team

SAFEGUARDING CONTACTS

	Designated Safeguarding Lead	Mr Chris Daniel
	Reception	01458 250501 ext. 278
	Direct Dial	01458 254946
	Academy mobile	07827 275142
	Email	ChristopherDaniel@hea.ac.uk

	Deputy Designated Safeguarding Lead	Ms Lizzy Robinson
	Reception	01458 250501 ext. 254
	Academy mobile	07827 444819
	Email	ElizabethRobinson@hea.ac.uk

	Safeguarding Officer	Mrs Tara Smith
	Reception	01458 250501 ext. 251
	Email	tarasmith@hea.ac.uk

If you are worried about the safety of a child at the Academy, you can also contact Somerset Council on 0300 123 2224



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Year 9 Pastoral Support Structure

- Miss Mason and Mrs Rose
RachelMason@hea.ac.uk | AimeeRose@hea.ac.uk
- Tutor contacts – all @hea.ac.uk

David Tubb

Lindsay Dumble

Scott Valente

Helen Noch

Alex Sweet

Peter Gibson

John Hughes

Viki Canning

Chris Deady

Contact Tutor about: First port of call/ lost items/one-off incidents

Contact PSW about: bullying/mental health or wellbeing issues

Contact HoY about: academic concerns / behaviour



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Anonymous Reporting – Whisper Button



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CAREERS

OFSTED

SAFEGUARDING

VACANCIES

WISEPAY

LEISURE CENTRE

PARENTS' EVENINGS

HOME

ABOUT

LEARNING

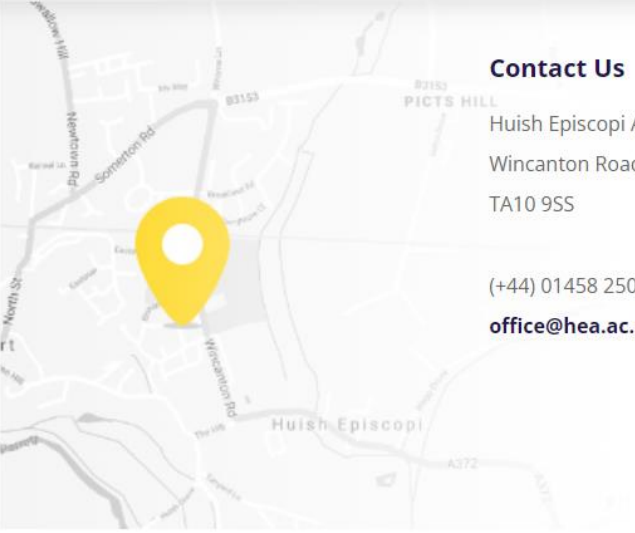
SCHOOL
LIFE

SIXTH
FORM

NEWS AND
EVENTS

CONTACT
US






Contact Us

Huish Episcopi Academy
Wincanton Road, Langport, Somerset
TA10 9SS

(+44) 01458 250501
office@hea.ac.uk

Quick Links

- Meet the Team
- Policies
- Curriculum
- Transition FAQs
- CPOMS (for staff)
- Whisper Anonymous reporting** →



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Attendance



- We have adopted the 5 Foundations of Effective Attendance Practice framework, which places an emphasis on developing a school culture and climate to ensure all children can attend school and thrive.
- DfE research found 'there is a clear link between poor attendance at school and lower academic achievement. **Of students who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades 9 to 4 including Maths and English.** 73 per cent of students who have over 95 per cent attendance achieve five or more GCSEs at grades 9 to 4'.
- If you are reporting an absence, it needs to be done before 8.30am via HuishAttendance@HEA.ac.uk on each day of absence.





Kayaking
 Canoeing
 Surfing
 Body Boarding
 Mountain Boarding
 Activity Walk
 High Rope
 Climbing
 Caving
 Team Trail



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Sport

- Monday KS3 Girls Rugby
- Tuesday Year 9 Hockey (girls and boys)
- Wednesday Year 9 Boys rugby
- Thursday All years Girls Football

Year 9 football after school will begin in January

Last year's Area Cup winners football

County Cup games begin Tuesday 17th October. This is against Bishop Foxes at home. Come and support!!



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Music

- Orchestra for all instrumentalists on Wednesday and Friday lunchtimes in room 38
- Ukulele Club, no experience needed and can borrow an instrument from the department on a Thursday lunchtime in room 38



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