

Making the Most of Year 9

12th October 2026



DENBIGH SCHOOL

Aspire, Innovate, Achieve, Belong

Presented by:

Ms Harris – Head of Year (Progress)

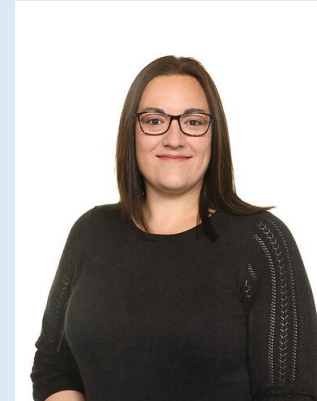
Mrs Wiltshire – Head of Year (Pastoral)

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- **Meet the team**
 - **The Big Changes**
 - **What stays the same**
 - **Year 9 – The Turning Point**
 - **Beyond the classroom**
 - **The year ahead**

Year 9 Team

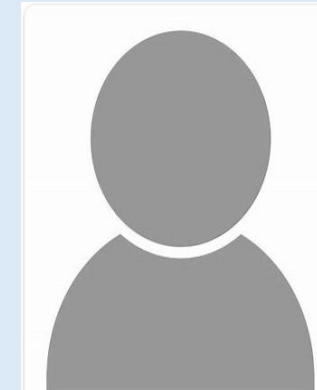
Head of Year 9 - Progress Lead

Ms Harris



Head of Year 9 - Pastoral Lead

Mrs Wiltshire



Assistant Headteacher for Progress and Achievement (Years 7-10)

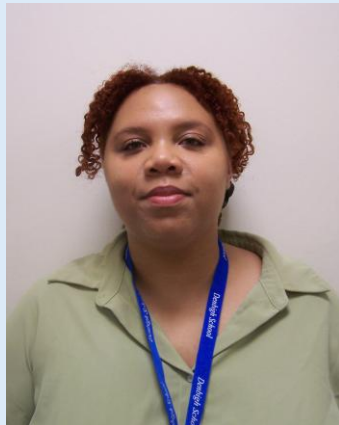
Mr. Waters



Year 9 Tutor Team



Mrs Amin – 9IA



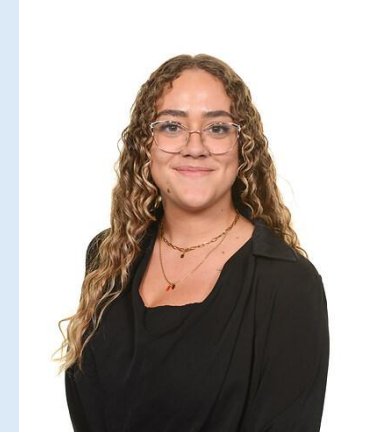
Mrs Patel – 9TP



Mrs Burrows – 9CB



Miss Whitehouse – 9EW



Miss Cunningham – 9OC



Ms Donohue – 9LD



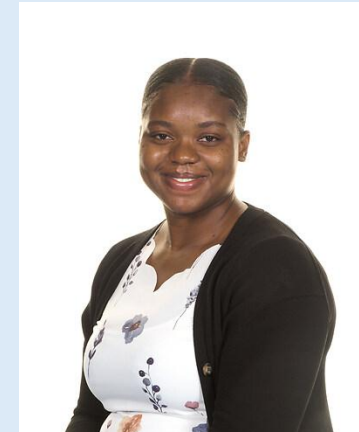
Ms Harhash – 9YH



Mrs Milo – 9MM



Ms Tattam – 9ET



Mrs Vassell – 9SV

Contact Emails

Tutor Group	Member of staff	Email address
9IA	Mrs I Amin	aminI2@denbigh.net
9TB	Mrs Patel	patelt@denbigh.net
9CB	Mrs C Burrows / Mrs C Edwards	burrowsC@denbigh.net edwardsC@denbigh.net
9EW	Miss E Whitehouse	connellC@denbigh.net
9OC	Miss O Cunnington	cunningtonO@denbigh.net
9LD	Ms L Donohue	donohueL@denbigh.net
9YH	Miss Y Harhash	harhashY@denbigh.net
9MM	Mrs M Milo	miloM@denbigh.net
9ET	Ms E Tattam	tattamE@denbigh.net
9SV	Mrs S Vassell	vassellS@denbigh.net

Student Support



Mr Fisher
Lead School
Counsellor



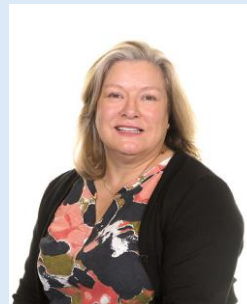
Mrs Rose
Behaviour
Mentor



Mrs Molloy
Pupil Premium
Champion



Miss Anderson
Counsellor



Mrs Skipper
PSC Co-ordinator



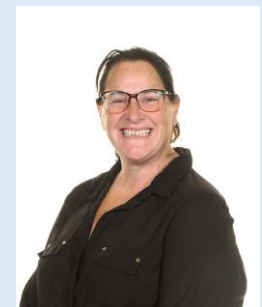
Miss Blackall
Lead
Attendance
Officer



Mrs Boddy
Pastoral
Mentor



Mrs Conway
Diversity
Ambassador



Mrs Arnold
Attendance
Officer

Student Support – SEND



Mrs Martin
SENDCo



Mr Georgiou
Deputy
SENDCo



Mrs Ahmad
EAL Co-
ordinator



Mrs Church
SEND
Administrator



Mrs Edwards
HLTA



Miss Morrison
HLTA

Overview - The Big Changes

- **Curriculum** - Options & hours allocated per subject
- **Grading, targets and reporting structure** – moving away from Mastery
- **Bands and Sets** - Ability sets across more subjects
- **PPEs** - What to expect
- **Free School Meals** – New rules and what they might mean for you
- **Uniform** – Highlighting the issues we are still having

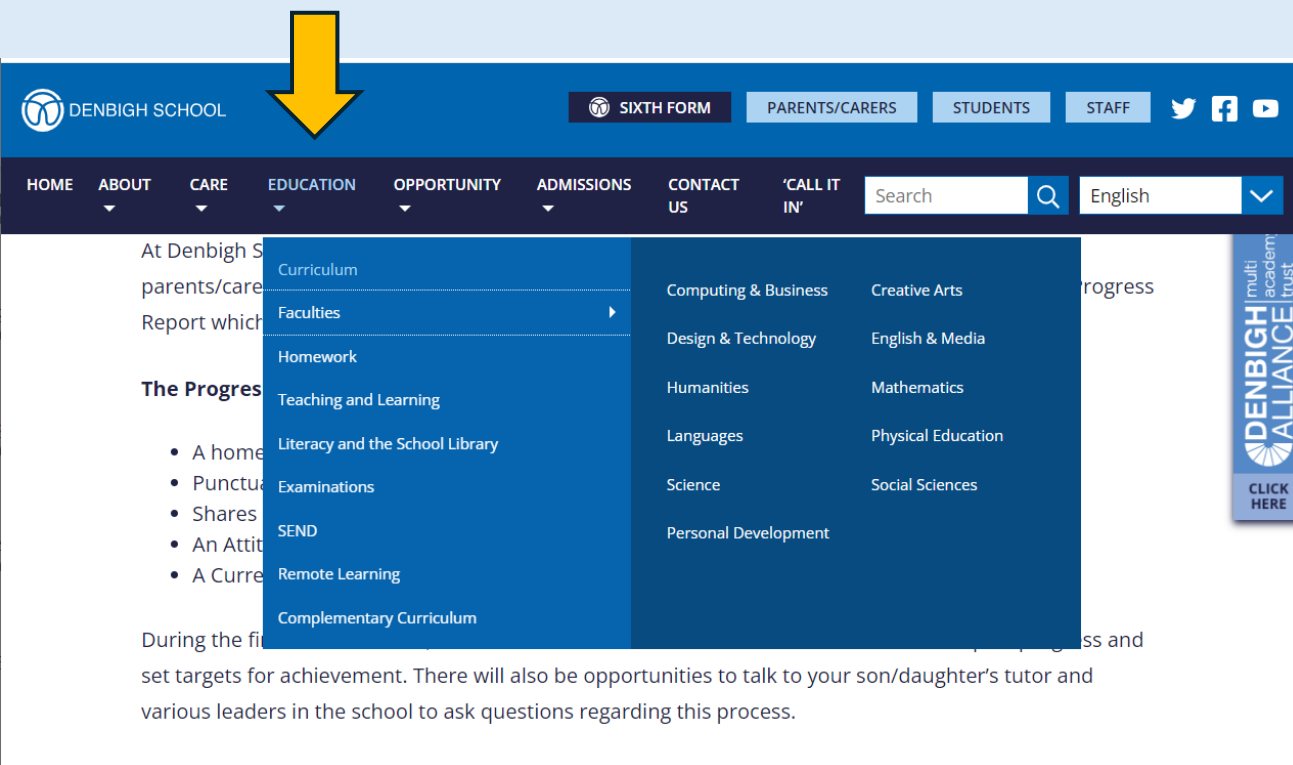


Curriculum

Overview – Year 9 Weekly Curriculum Hours

English (+1)	4 hours
Mathematics (+1)	4 hours
Science (+1*)	4 hours
Modern Languages	3 hours
History / Geography	3 hours
Physical Education*	2 hours
Option A	2 hours
Option B	2 hours
Citizenship	1 hour
PSHE (in tutorial)	1 hour

Schemes of Learning



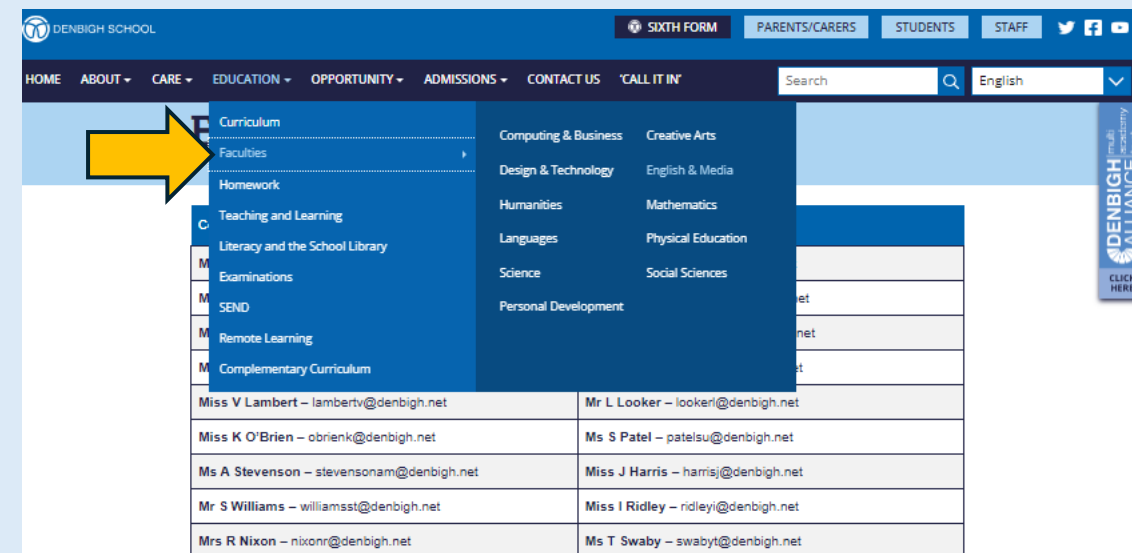
At Denbigh School, we aim to ensure that all students achieve their full potential. We provide a range of opportunities for students to progress and develop their skills. Report which...

The Progress

- A home...
- Punctu...
- Shares...
- An Atti...
- A Curre...

During the first...

set targets for achievement. There will also be opportunities to talk to your son/daughter's tutor and various leaders in the school to ask questions regarding this process.



Curriculum

Faculties

Homework

Teaching and Learning

Literacy and the School Library

Examinations

SEND

Remote Learning

Complementary Curriculum

Computing & Business

Design & Technology

Humanities

Languages

Science

Personal Development

Creative Arts

English & Media

Mathematics

Physical Education

Social Sciences

Miss V Lambert – lambertv@denbigh.net	Mr L Looker – lookerl@denbigh.net
Miss K O'Brien – obrienk@denbigh.net	Ms S Patel – patelsu@denbigh.net
Ms A Stevenson – stevensonam@denbigh.net	Miss J Harris – harrisj@denbigh.net
Mr S Williams – williamsst@denbigh.net	Miss I Ridley – ridleyi@denbigh.net
Mrs R Nixon – nixonr@denbigh.net	Ms T Swaby – swabyt@denbigh.net

Faculty Introduction

Staff in the English and Media Faculty work closely together as a team to ensure that lessons across the school are consistently challenging and engaging.

Schemes of Learning

Each faculty has developed a Scheme of Learning for each subject and year group. The Schemes of Learning outline the curriculum journey that students will embark on each academic year.

English

- | | | |
|--|-------------------------------|--|
| Y7 English | Y8 English | Y9 English |
| Y10 English Language | Y10 English Literature | Y11 English Language |
| GCSE Exam Information | Y11 English Literature | GCSE Exam Information – English Language |
| GCSE Exam Information – English Literature | Year 12 Language & Literature | Year 12 English Literature |
| Year 13 Language & Literature | Year 13 English Literature | |

Year 9: English

Curriculum Intent: Students will study two plays and a collection of poetry and literature based on the themes of war and conflict. They will study a Shakespeare play as well as a modern play offering a variety of different historical contexts, settings and different genres. Through the study of poetry and literature, students are able to consider the purpose of war as well as reflecting on both historical and modern-day wars. Students will develop their debating skills as well as building of the skills of ethos, pathos and logos through speech writing. They will also develop skills to analyse language and then transfer this into essays which focus on how language is used for meaning, effects on a reader as well as to consider how the structure of a text impacts the reader. Students will explain and discuss their understanding of what they have read, drawing on inferences and justifying these with evidence, focusing particularly on evaluating how authors use language, including figurative language. The learning journey will continue with the development of grammar, spelling and punctuation skills by looking at how writers manipulate grammar and punctuation to enhance meaning. Students will continue to develop their creative writing skills through description of setting, character and atmosphere by applying accurate grammar, spelling and punctuation.



	Term 1 Hamlet Diversity Language		Term 2 Of Mice and Men Viewpoints and Perspectives		Term 3 Blood Brothers Creative Writing Power and Conflict Poetry	
Reading and Writing Focus Speaking and Listening Focus	Reading: To analyse and track the protagonist, Hamlet. Write an analytical response on him. Writing: Write and analyse an extract used in GCSE Language Paper 1.		Reading: To analyse the themes in Of Mice and Men. Writing: Write an article on a specific topic used in GCSE Language Paper 2.		Reading: How does Willy Russell present ideas about social class? Writing: Describe a utopia using the image below to help you or write a story set in a dystopian world. Reading: Retention Quiz from poems studied so far.	
	Act 1 Scene 1 and context	The Hate U Q1 – Q4 analysis	- Introduction - Context - Description	Introducing viewpoints and	- Prologue - Context - Stage	- Remains - The Charge of the Light

Subject Exam Boards

Subject	Exam Board and Specification
Maths	AQA 8300
English Language English Literature	AQA 8700 AQA 8702
Media Studies	OCR J200
Combined Science	OCR J250
Triple Science	OCR J247 Biology OCR J248 Chemistry OCR J249 Physics
French	AQA 8658
German	AQA 8668
Spanish	AQA 8698
Geography	AQA 8035
History	AQA 8145
Philosophy (Religious Studies)	OCR J625

Subject	Exam Board and Specification
Sociology	AQA 8192
Cambridge Nationals Child Development	OCR J809
Cambridge Nationals Information Technology	OCR J836
Cambridge Nationals Sports Studies	OCR J829
Art	WJEC Art and Design
Drama	AQA 8261
Design Technology	AQA 8552
Food Preparation & Nutrition	AQA 8585
Business Studies	Edexcel 1BS0
Computer Science	OCR J277
Music Technology	NCFE 603/7008/7

Non-Examined Assessments

Previously known as Coursework

Can carry a significant percentage towards the final GCSE grade

Top Tips

Students need to be aware of what elements of their NEA they need to complete

Students need to be aware of their deadlines

Do not leave it to the last minute to complete assessment tasks

Deadlines

Cambridge National courses are made up of 60% Non-Examined Assessment.

Some work will be completed in Year 9, whilst others will complete preliminary work to enable students to complete these assessments in Year 10 / 11.

Courses with some element of NEA: Art, Child Development, Drama, DT, Food Preparation and Nutrition, IT, Media, Music Technology and Sports Studies.



Grading, Targets & Reporting Structure

GCSE grading

- Since its introduction in 2017 GCSE qualifications now use a numerical grading system instead of the familiar A*-G grades
- Within each subject students will receive a grade 9-1

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

STRONG PASS
5 and above = top of C and above

STANDARD PASS
4 and above = bottom of C and above

Cambridge National Courses

Students taking the following qualifications will be graded using a Distinction* to Pass system

- Child Development
- Information Technology
- Sports Studies

National Cambridge Grade	GCSE Equivalent Grade
Level 2 Distinction star	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1
Fail	U

Progress Reports

Report period	Review 1 4 Sep 2025 – 2 Nov 2025	Review 2 3 Nov 2025 – 1 Feb 2026	Review 3 2 Feb 2026 – 28 Jun 2026
Attendance %	97.80	98.50	99.50
Total Achievement Points	81	132	171
Total Behaviour Points	0	0	0

Subject	End of Year 9 Target	Current Learning Grade			Attitude to Learning			% Homework Completed			Achievement Points			Behaviour Points		
Review Period		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
English Language	5B	N/A	6C	6C	N/A	4	4	N/A	100	100	6	15	23	0	0	0
English Literature	5B	5C	5C	6D	3	4	4	100	100	100						
Maths	5A	5D	4A	5D	4	4	4	100	100	100	18	16	24	0	0	0
History	5A	2A	3D	4C	4	3	4	100	100	100	13	5	2	0	0	0
Science Combined	5A	43	44	54	N/A						2	8	4	0	0	0
Sci Combined Biology	N/A				3	4	4	100	100	100						
Sci Combined Chemistry					3	3	4	100	100	84						
Sci Combined Physics					3	4	3	100	100	100						
Spanish	5B	3A	4C	4A	3	4	4	100	100	100	5	40	30	0	0	0
Food Preparation	6D	1B	2A	3D	4	4	4	100	100	100	0	2	2	0	0	0
Media Studies	5A	4C	4A	5C	4	4	5	100	100	100	8	12	4	0	0	0
PE Core	N/A	S	S	S	4	5	5	N/A			3	6	6	0	0	0
Citizenship	N/A	5C	6B	5B	3	3	4	100	100	100	7	1	2	0	0	0
Tutorial	N/A										19	27	74	0	0	0

Year 9 Target

All students have been set an aspirational but achievable target.

Enables us to check that students are progressing as expected

Helps us to identify areas of learning that may need improving

Helps us to plan for intervention and support for individual students, so that it happens at the right time and makes a difference to their academic progress

Subject	End of Year 9 Target
Review Period	
English Language	3B
English Literature	3A
Maths	3A
Geography or History	3A
Science	3A
Language	3B
Option A	3A
PE Core	NA
Option B	L2P
Citizenship	3A
Tutorial	

How do we set targets for GCSE?

- The best indicator of future success is prior attainment
- Fischer Family Trust (FFT) National database - Progress made by similar pupils nationally between Year 6 and Year 11
- This forms the basis of our target grades

Targets are...Targets

Students may exceed their target

Students may meet their target

Students may miss their target





What stays the same

Expectations

- Students should arrive on time
- Everyone should be fully equipped – pencil case, planner, correct uniform
- Positive behaviour, creating a positive learning environment
- Homework complete

Teaching and Learning

Starter – Students are given a starter activity that challenges them and is relevant to their learning.

Objectives – Students need to know what the aim of the lesson is.

New knowledge – Lessons will introduce some new knowledge or skill. This will be appropriate and challenge all learners.

Assess and adapt– Learning will be frequently and systematically assessed throughout the lesson.

Review – The learning will be brought together with a plenary activity

Rewards and Consequences

- Students will receive Achievement Points and Consequence Points on ClassCharts
- Rewards shop will be available at three points across the year to exchange Achievement Points
- Late to school or lesson will result in an immediate 30-minute detention at the end of the day
- More severe behaviour incidents will result in a Behaviour Pack which is presented to the Headteacher for a consequence



Bands and Sets



Bands and Setting

Last year students were split into 3 bands: X, Y and Z. Those bands have been collapsed into 2 bands: X and Y, with approximately 5 classes in each band.

Students are set within their bands for English, Maths and Science

- Y8 data and EOY Assessment were used for this process
- Sets are reviewed periodically across the year
- There are no tiered papers in English – all can achieve a Grade 9 irrespective of set
- Note that Triple Science classes are not set, however this affects class codes – there is one Triple set in X band and 2 in Y band

PPEs



PPEs

From Year 9 students will no longer sit their PPEs in the classroom as per Years 7 and 8

- Sports Hall or Activity Studio
- Given an exam timetable via Exams Office
- Will be completed over one week

Changes to FSM

FSM – Previously

- If a student was eligible, their eligibility was protected until the end of their current phase of education e.g. a newly eligible Year 8 student would remain eligible up until the end of Year 11.
- This eligibility was not dependent on family income.
- This was transitional protection.
- To be listed as eligible, for people in receipt of Universal Credit, the income must be no more than £7,400 per annum, after tax but before benefits. That is £616 per month.

FSM – New System

- Eligibility has been widened.
- The income ceiling has been removed and now anybody in receipt of Universal credit is eligible for free school meals irrespective of income.
- Transitional protection has been removed.
- This means that **eligibility only lasts for 1 academic year**; a new application must be submitted each June/July ready for the new academic year to start in September.
- Therefore, a student is not guaranteed eligibility throughout their time at Denbigh

Uniform updates



Uniform

Over the summer you will have received emails regarding small changes to our uniform policy. These include:

New

- Opaque tights to be worn with skirts

Clarity

- Flares/stretchy, non-tailored trousers are not to be worn

Recurring Uniform Issues

We are battling daily the following issues and would appreciate your support with the following:

- Top buttons undone or Students cutting off top buttons and saying they are broken
- Untucked shirts
- Rolled up skirts
- Trousers worn below waist / with shorts or underwear on display (sagging)
- Tying jumpers with hair ties
- Acrylic/UV/hard gel nails – all are a health and safety risk



Year 9 – The Turning Point

Starting the GCSE Journey

Starting Year 9 can feel overwhelming for many students

- New staff
 - New subjects
 - New students in their classes
-
- Please check in with your child regularly
 - Raise any concerns with tutor/class teacher/Heads of Year
 - Encourage keeping on top of work/homework and asking for help before it becomes an issue
 - Encourage high attendance
 - Reduce pressure around sets/ability groups

What Year 10 said...

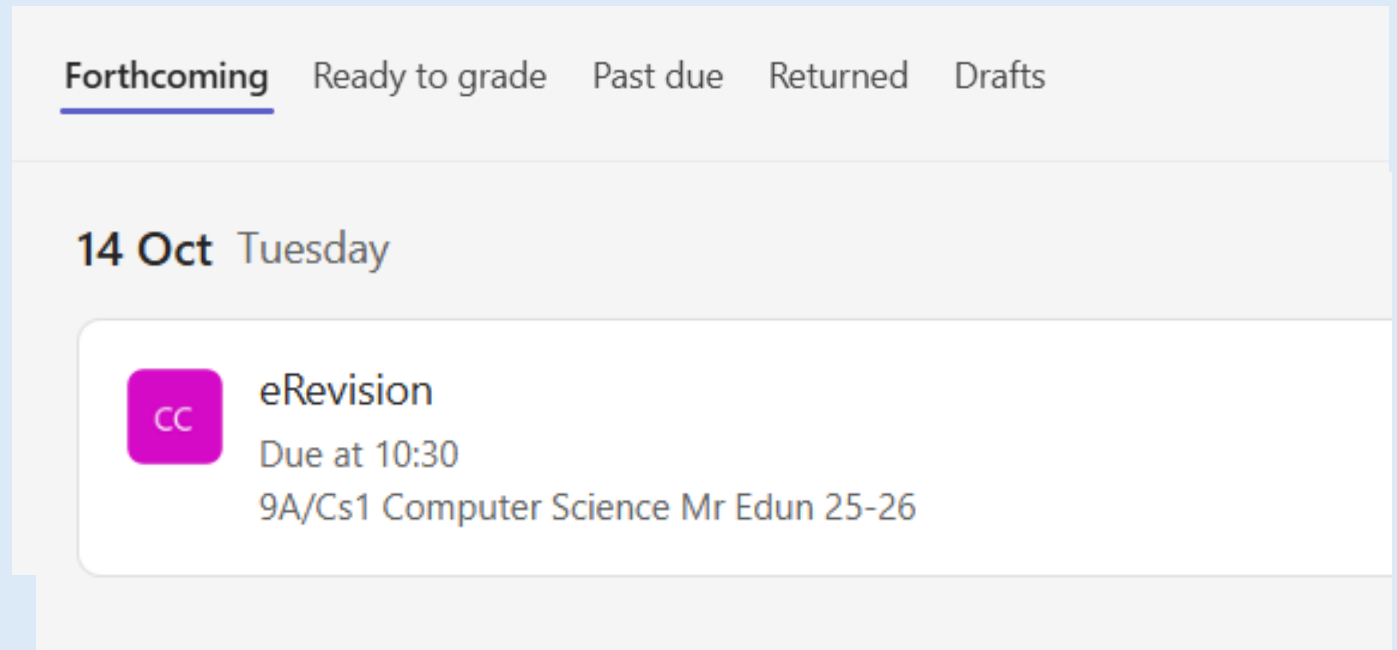
- *“I wish I realised just how much of a shift it was... the amount of work and level of detail was a shock”*
- *“The pace of lessons and amount of content is higher, so missing one lesson feels like missing loads more”*
- *“It surprised me how soon I felt quite stressed and overwhelmed because of the pressure of GCSE’s, I wish I’d gone to someone sooner”*
- *“Expectations feel much higher, but so are the stakes”*
- *“Homework has a much bigger impact than before*



Beyond the classroom

TEAMS Pages

All classes have a dedicated TEAMS page where teachers assign homework, can post lesson slides and pass on key messages.



TEAMS – Things to be aware of



- The username and password to log in to Teams is the same as student log in details to access on site computers and isn't easily forgotten
- Students can submit an empty document as homework – just because it's submitted doesn't mean they've completed it
- We ask teachers to set homework details on Teams even if the instruction is to complete the work on Sparx/Educake etc, but we are aware this doesn't always happen
- You do not have a separate parent account for Teams and therefore Teams will not notify you directly of outstanding homework – staff should be logging incidents of missed homework on ClassCharts

Homework

Other Online Platforms for homework:

English and Science use Educake.

Maths use Sparx.

Languages use Active Learn.

Please contact the subject teacher directly for password issues relating to these platforms.

For GCSE subjects, homework should be set in all but two weeks of each half term.



Sparx Maths

Personalised practice • Stronger habits • Greater confidence

What is Sparx?

An online Maths homework platform providing personalised, targeted practice.

Homework reinforces learning from lessons and helps students build secure knowledge.

Sparx adapts the level of practice to each student — independence matters.

Every question includes a support video to help students when they are stuck.

Our weekly routine

Homework is set every week during term time.

Students should start early and use support when needed.

Feedback is provided during relative maths lessons.

Weekly progress emails are sent to parents/carers every week

What We Expect From Students

The aim is to build independence, responsibility and strong GCSE habits.

1. Work independently

Complete Sparx without parents answering questions for them.

This allows Sparx to accurately identify what they need to practise.

Too much help can result in work becoming less well matched to their needs.

2. Show your working

Write mathematical workings in the maths book.

Teachers will carry out regular bookwork checks.

Good written habits support mathematical thinking and reduce over-reliance on AI.

Home is considered completed only if a student has shown workings.

3. Ask for help

Use the short support video attached to each question on Sparx Maths.

If there is a problem completing homework, contact the class teacher before the deadline.

Failure to complete homework results in a 'consequence' on your behavioural record.

How Parents & Carers Can Help

Small routines at home make a big difference.

At home

Provide a quiet space and encourage your child to start early.

Encourage independence — support them to find the help rather than completing questions for them.

Check the Sunday progress email and praise consistent effort and completion.

If a device is unavailable, Sparx can also be accessed on a phone.

Responsibility & support

Students who do not complete Sparx may be required to attend an After School Reflection.

Please support these consequences: they are designed to build responsibility and accountability.

If there are difficulties, please contact the class teacher before the due date.

Learn more about Sparx: watch the introductory video at - [Sparx Maths Parental Guide](#)



Enrichment

Why does it matter?

- Confidence
- Leadership
- Teamwork
- Communication
- Resilience
- Problem Solving
- Independence
- Friendship

- Helps you make friends
- Helps you do better in school
- Helps become more equipped to move out
- Support your college or university applications
- Good for your mental health
- Sparks a new passion
- Helps you in later employment
- Builds your identity

What Enrichment is there at Denbigh?

- Sports teams
- Sports clubs
- Drama productions
- Music lessons
- House competitions
- House Council
- School Council
- Student leadership
- Eco projects
- Debating teams
- Clubs
- DofE
- Volunteering
- Charity events
- Reading challenges
- Trips and visits
- Student voice
- Enrichment Days
- Sports weeks
- Young enterprise
- World challenge
- Workshops
- Library competitions



CLUBS - AUTUMN 2026

MONDAY

Boys Football,
Years 9
3.00-4.15pm
Outside CR (JTS)

TUESDAY

Dungeons & Dragons,
Selected Students,
3.00-4.30pm, ILC (VZT)

Maths Additional Support,
Year 11,
3.15-4.00pm, M2 (SVL)

Denbigh Dance, All Years,
3.00-4.00pm,
MH (LLS)

Year 11 Art Coursework
3.00-4.00pm,
A1 (MNJ)

Rock Band, All Years,
3.00-4.00pm, MU3
DJW (LLS)

Cadets, Years 8—13,
6:45-9.30pm, meet in
'The Street' (MCH)

WEDNESDAY

Keyboard, Years 7-9, 10:10-
10.30am, MU1 (Emily Gibbs)

Chess Club , All Years , 3:00-
4:00pm, M2 (SHI)

WEDNESDAY (Cont'd)

Denbigh Voices, Years 12 & 13, 3.00-
4.00pm, DR1 (LHC)

Maths Solutions, Invitation Only,
3.00-4.00pm, IT2 (SDN)

Sixth Form String Orchestra, Years
12-13. 3:15-4:00pm, MU3 (COR)

Humanities Club, All Years, 3.00-
4.00pm, IT4 (LSC)

Year 11 Art Coursework, 3.00-
4.00pm, A1 (MNJ)

Girls Netball, All Years ,
3.00 -4.15pm, Indoor CR (CSH)

Dungeons & Dragons, All Years,
3.00-4.30pm, ILC (VZT)

Golf Club, Selected Students,
3.00-4.30pm, Meet at
Hexagon (JWU)

Self Defence Club,
Selected Students, 3.15-4.15pm, Room
Behind the Canteen (EXT)

Law Club, All Years, 3.15-4.30pm,
IT1 (TWS)

Girls Football, All Years,
3.00-4.15pm, Outdoor CR (CSH)

THURSDAY

Classical Guitar Club, Years 7-9.
10.10-10.30am, MU1 (EXTI)

Dye Garden Club, All Years,
3.00-4:00pm, DT5 (GDF)

THURSDAY (Cont'd)

Craft Club, All Years, 3.10
-4.00pm, S11 (EMH)

Passport to Italy, All Years, 3:00-
4.00pm, H4 (TRO)

Theatre Lab, Invitation Only,
3:00-4:00pm, MH, (GBS)

**Year 10 Art Coursework, Year
10,** 3.00-4.00pm, A3 (ET)

Dungeons & Dragons, All Years,
3.00-4.30pm, ILC (VZT)

Boys Football, Years 7 & 8,
3.00-4.15pm, Outdoor CR(JTS)

FRIDAY

**Denbigh Orchestra, All
Years,** 3.00-4.00pm,
MU3 (MSD)

Boxing & Fitness Club,
Selected Students, 3.15-4.15pm,
Gym (EXT)

Year 11 Drama Intervention ,
Year 11, 3.00-4.00pm,
MH (LLS)

Boys Basketball, Year 7,
3.00-4.15pm,
Indoor CR (CES)

Dungeons & Dragons, Selected
Students, 3.00-4.30pm,
ILC (VZT)



Students must complete four activities before progressing onto the next tier. Awards will be presented in September 2027

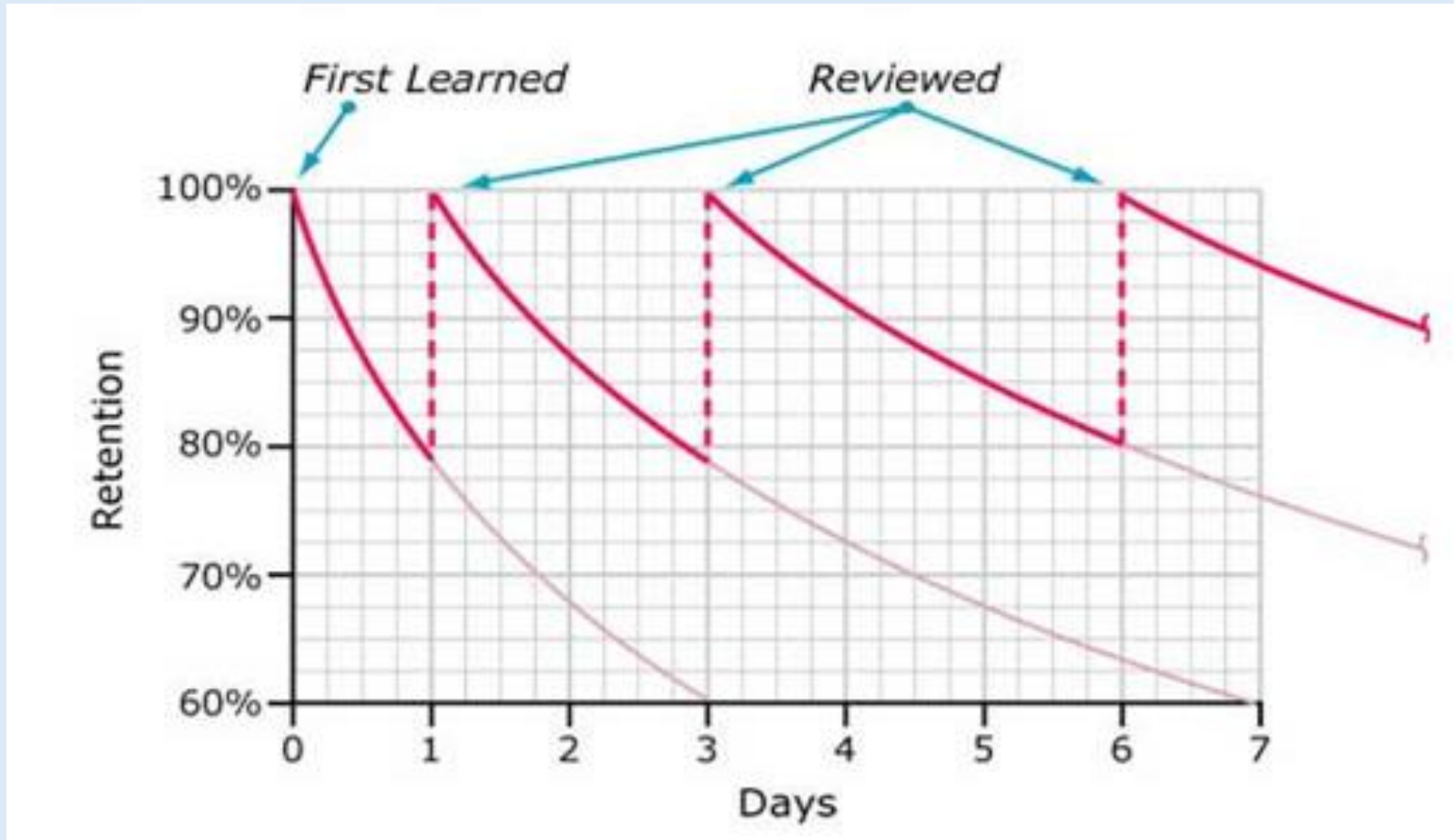
Bronze	Silver	Gold	Platinum
Attends after school club for half a term	Attends an after-school club for a term	Attends an after-school club for more than one term	Assists a member of staff in running a club
Competes in a house competition	Serves as a council member (school, house, sixth form, eco council)	Holds a leadership role in school eg. House/vice president, chair of committee/council	Completes Gold DofE
Attends a Denbigh Sports Club	Competes in a house competition after school	Participates in a creative arts production (production or performer)	Participates in an after-school club for the whole academic year
Takes music lessons in school	Organises or runs their tutor Celebration of Christmas stall	Completes silver DofE	Participates in World Challenge
Signs out and reads a book from the library	Completes Bronze DofE	Serves as a school ambassador (Careers, Call it in)	Attends a mock interview
Competes in a library competition	Attends more than 2 trips	Competes in a track or field event on sports day	Helps organise a school-wide event (cultures day committee, Diwali, Pride Event)
Competes in a debate competition	Attends an after-school event (Games night, movie night)	Contributes to an eco-project	Attends an overseas trip
Contributes to a fundraising event	Performs at cultures day	Signs out and reads 5 books from the library	Serves as a Holocaust Ambassador
Attends a school production	Completes a book review	Competes in a Kangaroo Maths Challenge	Supports the school through student voice - eg. For education reviews
Volunteers to support Open Evening by being a faculty helper or tour guide	Competes in a faculty competition (eg. Languages competition, Bake off, poetry competition)	Competes in a Science Olympiad	Participates as a speaker in an evening event (Open evening, awards evening)
	Supports the school through student voice - eg. For interviews	Mentors a student in a younger year	Receives their full colours at the Sports Awards
	Is a member of a Denbigh sports team	Achieved half colours in sporting awards	Achieved players player of the year award for sporting team



Revision

Getting into good habits

The science of forgetting



Revision

What?	Why?	How?
Deciding what you need to know.	Identifying the knowledge that you need to know as a priority	Create a list of subjects and topics within and 'RAG' them
Memorising	Storing the knowledge in your long-term memory	Using flashcards to test your memory. Creating mindmaps to organise our knowledge
Practising/ Testing	Retrieving the knowledge from your long-term memory so you remember more	Practice past questions/ essays Review against mark schemes



Paper 2 - Computational Thinking - Personalised Learning Checklist

My Rating

2.1 – Algorithms

2.4.1 Boolean logic

2.4.1 a Simple logic diagrams using the operators AND (conjunction)

2.4.1 b Simple logic diagrams using the operators OR (disjunction)

2.4.1 c Simple logic diagrams using the operators NOT (negation)

2.4.1 d Truth tables

2.4.1 e Combining Boolean operators using AND, OR and NOT

2.4.1 f Applying logical operators in truth tables to solve problems



Revision Tools / Resources

- Past Exam Papers / Questions
- Exam Specifications
- Revision Websites / Apps – Educake, Seneca, Pixl, BBC Bitesize, Youtube, Blooket
- Denbigh Website – Schemes of Learning
- Teachers
- Flashcards. Mind Maps.



The Year Ahead

Aspire  Innovate  Achieve  Belong

Be Engaged | Be Kind & Respectful | Do No Harm



DENBIGH SCHOOL

Enrichment Days



	X	Y
<u>Autumn</u> Tuesday 20th October	Careers/Life Skills	Shrewsbury Prison

Year 9 - Key Dates

Date	Event
20 th October	Enrichment Day 1
23 rd November	Progress Report 1 sent home
4 th December	Charity Christmas Event
16 th December	End of Term - School closes to students at 12:40
4 th January	Inset Day – School closed to students
1 st March	Progress Report 2 sent home
12 th March	Charity Day
24 th March	Enrichment Day 2
25 th March	School NEA (Coursework) Deadline
21 st April	Year 9 Subject Consultation Evening
14 th - 18 th June	Year 9 PPEs
9 th July	Enrichment Day 3
13 th July	Progress Report 3 sent home
14 th July	Tutor Consultation
21 st July	End of Term - School closes to students at 12:40

The background of the slide is a composite image. On the left, there is a photograph of a modern school building with large windows and a brick facade. On the right, there is a photograph of a classroom full of students sitting at desks, some with their hands raised. The entire image is overlaid with a semi-transparent blue filter.

Thank you