



BE A **STAR** ★

**YEAR 9**

**PARENT**

**INFORMATION**

2025-26

# WELCOME TO YEAR 9

Dear Parent/Guardian and Student,

**I would like to take this opportunity to welcome your child into Year 9. As we enter Year 9 there will be new challenges, new adventures, new beginnings, and new opportunities. This is a time to renew decisions and look forward to a year of success. This success is your story, you write it. What will be your success story?**

In Belfast Model School for Girls our slogan is "Attend today, Achieve tomorrow." A time when attendance and punctuality are essential as every lesson is valuable. Attendance affects your learning. Attendance will affect your results.

***I would encourage your child to become fully involved in Belfast Model School for Girls and join a club or extra -curricular activity and embrace an opportunity to learn new things and be a part of our community. This may be the incentive which sparks their enthusiasm for that subject at GCSE.***

As we enter this journey our slogan for Year 9 is "Be A Star". We encourage our students to be a star- in the classroom, on the football pitch, on the stage, talking to friends and completing homework. In the Girls' Model we encourage every student to believe that they have the potential to achieve. Every student can have big dreams and be the visionaries of this generation.

We have compiled this booklet to assist you and your child as they enter Year 9. Enclosed you will find information about Form Tutors, pastoral topics, key dates, uniform, focus for the year in school and attendance. If there is anything you are unsure about, please speak to your child's Form Tutor.

As always throughout the year you can speak to your child's Form Tutor or contact myself or the ALOL, Mrs A Johnston.

I look forward to an exciting and adventurous journey and as always, we will achieve it together as one.

Warm regards,

*Mrs A McKeown*

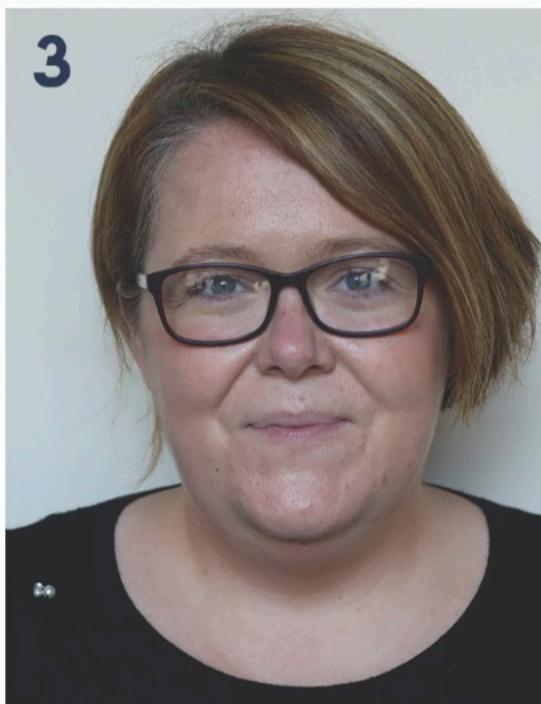
Mrs A McKeown (Leader of Learning)



## PEOPLE YOU WILL GET TO KNOW

Some faces you can expect to see more of in 2025/26:

1. Mrs A Graham - KS3 Leader of Learning - [agraham747@girlsmodel.belfast.ni.sch.uk](mailto:agraham747@girlsmodel.belfast.ni.sch.uk)
2. Mrs A McKeown - Year 9 Leader of Learning - [amckeown069@girlsmodel.belfast.ni.sch.uk](mailto:amckeown069@girlsmodel.belfast.ni.sch.uk)
3. Mrs A Johnston - Year 9 Assistant Leader of Learning - [ajohnston194@girlsmodel.belfast.ni.sch.uk](mailto:ajohnston194@girlsmodel.belfast.ni.sch.uk)



## FORM TUTORS

### **9RD** - Mrs R Hicks

[rhicks121@girlsmodel.belfast.ni.sch.uk](mailto:rhicks121@girlsmodel.belfast.ni.sch.uk)

### **9CP** - Mr C Patterson

[cpatterson323@girlsmodel.belfast.ni.sch.uk](mailto:cpatterson323@girlsmodel.belfast.ni.sch.uk)

### **9LHS** - Mrs L Hughes

[lhughes947@girlsmodel.belfast.ni.sch.uk](mailto:lhughes947@girlsmodel.belfast.ni.sch.uk)

### **9RK** - Miss R Keaveney

[jberry286@girlsmodel.belfast.ni.sch.uk](mailto:jberry286@girlsmodel.belfast.ni.sch.uk)

### **9RQ** - Mr R Quinn

[rquinn966@girlsmodel.belfast.ni.sch.uk](mailto:rquinn966@girlsmodel.belfast.ni.sch.uk)

### **9AN** - Mr A Matiza

[rquinn966@girlsmodel.belfast.ni.sch.uk](mailto:rquinn966@girlsmodel.belfast.ni.sch.uk)

### **9TM3** - Miss T McCracken

[tmccracken913@girlsmodel.belfast.ni.sch.uk](mailto:tmccracken913@girlsmodel.belfast.ni.sch.uk)

### **9NG** - Mrs N Gault

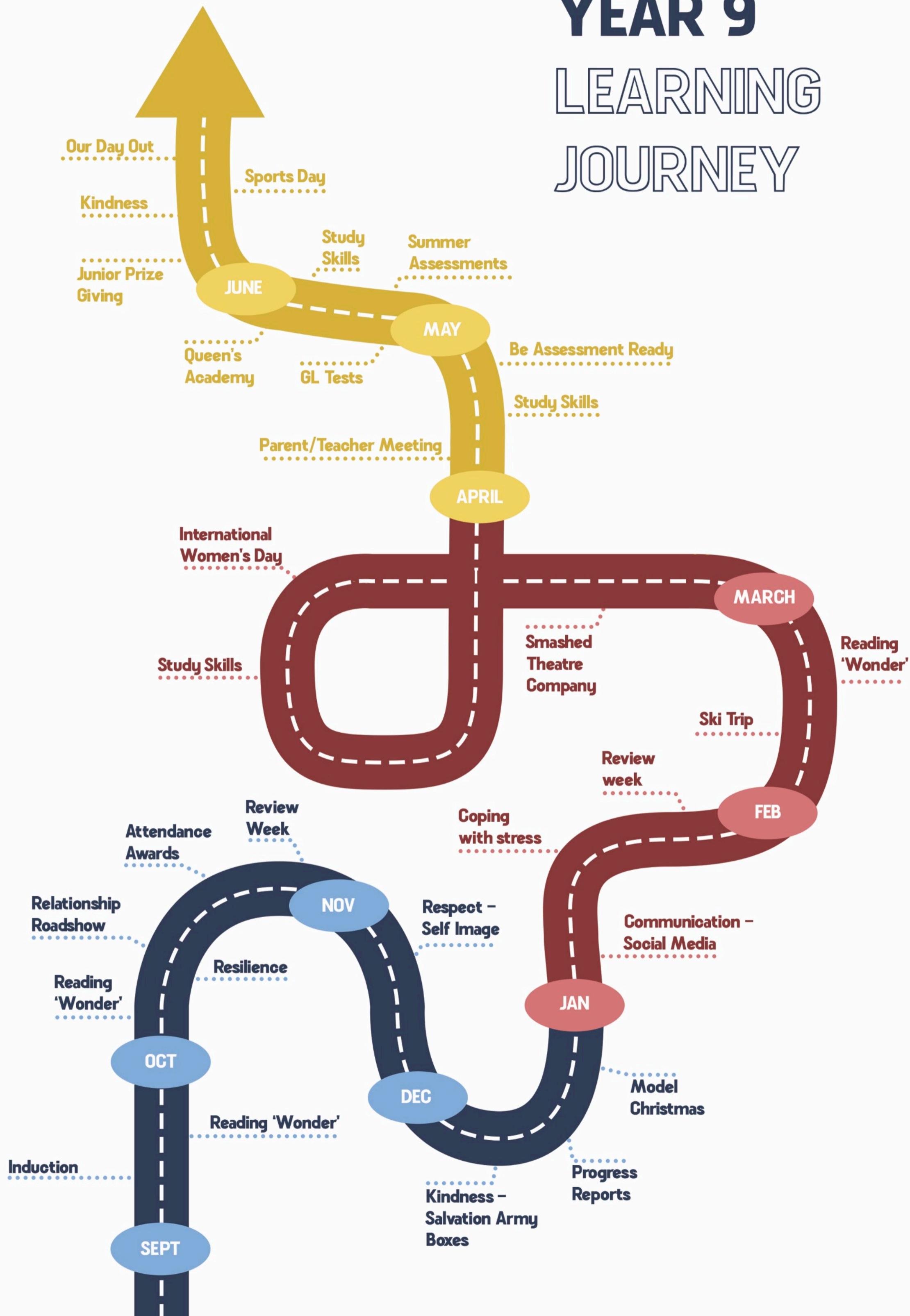
[ngault550@girlsmodel.belfast.ni.sch.uk](mailto:ngault550@girlsmodel.belfast.ni.sch.uk)

### **9HN** - Mr C Harbinson

[charbinson731@girlsmodel.belfast.ni.sch.uk](mailto:charbinson731@girlsmodel.belfast.ni.sch.uk)

# YEAR 9

## LEARNING JOURNEY



# SCHOOL TIMETABLE

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
<b>REGISTRATION</b>	8.50 - 9.12	8.50 - 9.12	8.50 - 9.12	8.50 - 9.12	8.50 - 9.12		
<b>1</b>	9.15 - 9.50	9.15 - 9.50	9.15 - 9.50	9.15 - 9.50	9.15 - 9.50		
<b>2</b>	9.50 - 10.25	9.50 - 10.25	9.50 - 10.25	9.50 - 10.25	9.50 - 10.25		
<b>BREAK</b>	10.25 - 10.50	10.25 - 10.50	10.25 - 10.50	10.25 - 10.50	10.25 - 10.50		
<b>3</b>	10.50 - 11.25	10.50 - 11.25	10.50 - 11.25	10.50 - 11.25	10.50 - 11.25		
<b>4</b>	11.25 - 12.00	11.25 - 12.00	11.25 - 12.00	11.25 - 12.00	11.25 - 12.00		
<b>5 (Yr 8 lunch)</b>	12.00 - 12.35	12.00 - 12.35	12.00 - 12.35	12.00 - 12.35	12.00 - 12.35		
<b>6A (Yr 10,12,13 lunch)</b>	12.35 - 1.10	12.35 - 1.10	12.35 - 1.10	12.35 - 1.10	12.35 - 1.10		
<b>6B (Yr 9,11,14 lunch)</b>	1.10 - 1.45	1.10 - 1.45	1.10 - 1.45	1.10 - 1.45	1.10 - 1.45		
<b>7</b>	1.45 - 2.20	1.45 - 2.20	1.45 - 2.20	1.45 - 2.20	1.45 - 2.20		
<b>8</b>	2.20 - 2.55	2.20 - 2.55	2.20 - 2.55	BUSES COLLECT AT 2.25PM			
<b>9</b>	2.55 - 3.35	2.55 - 3.35	BUSES COLLECT AT 3.05PM				
BUSES COLLECT AT 3.35PM							

## CONTACTING US

If you have a question, query or concern about any aspect of school life, please contact:

### A SUBJECT/CURRICULUM CONCERN



### A PASTORAL/ SAFEGUARDING CONCERN



Where at all possible, parents should avoid coming to the school without an appointment. Instead we ask that you ring ahead to seek an appointment at a time when the member of staff who you need to speak to is free. This avoids any interruptions to teaching and learning, as we do not allow teachers to leave classes for meetings.

Please ring the school, leave a message with our reception team with a brief outline of the issue and the member of staff will call you back as soon as they can. It is reasonable that this call may come the next day (for example, some staff teach all day without a break and then may have a personal appointment/child-care arrangement after school - staff have 48 hours to return a call). Alternatively, you can leave a note in your daughter's planner requesting a call back.

### PLEASE NOTE:

*Where parents feel their complaint is of a very serious nature, or relates to the health, safety and/or wellbeing of a young person, they should make contact with the Principal's PA and it will be directed to senior staff.*

# The MODEL Way

## Ready

- Take pride in your uniform and be well equipped for school.
- Remain focused on learning in the classroom.

## Respectful

- Be polite and respectful to everyone.
- Take responsibility for your own actions.

## Safe

- Move around the school in a quiet, responsible way.
- Take pride in our school environment.

# KS3

# LEARNING AGREEMENT



1. I will wear full uniform/PE kit at all times as outlined in the school policy.
2. I will attend school every day and be punctual (8.50am - 3.35pm).
3. I will have a positive attitude to my work and always try my best.
4. I will focus in lessons, completing the work to the best of my ability.
5. I will behave in a positive manner when in school and on my way to and from school.
6. I will at all times show respect and good manners to all staff and students, using positive kind language to communicate to others. I will follow The Model Way.
7. I will complete all homework set to the best of my ability at all times.
8. I will not use a mobile phone in school at any time from 8.50am - 3.35pm.
9. I will use social media sites and ICT appropriately and in a positive manner to enhance the learning experience.
10. I will follow the school Healthy Eating Guidelines at break and lunchtime not consuming inappropriate fizzy drinks and unhealthy foods e.g. Boost/Lucozade/BPM/Coke etc.

Student's Signature:

September  
2025

As parents / guardians, I / we will encourage my / our daughter to do her best to comply with the above contract, I / we will support the school to support my / our child.

Parent/Guardian  
Signature:

September  
2025

As a school we will encourage and support each student to do her best to comply with the above contract.

Staff Signature:

September  
2025

# ATTEND TODAY, ACHIEVE TOMORROW.

A school year is very short. It has only 185 days for students. This leaves 180 days for holidays and activities at home. A school week is also very short. Most students spend 7 to 7½ hours at school on each of the five days they attend during term time. This means only approximately one third of a school day is spent in school. Most of the day and the week is spent at home. Time in school is precious. Absence from school and lateness to school can have a negative effect on a student's educational progress, achievement and employment prospects. Therefore, daily attendance and excellent punctuality is our goal for all students, in line with our mission statement 'Achievement for All'. Students must be in school when they are expected to be.

To ensure that absence is kept to a minimum and that all non-urgent appointments are made outside of school hours. It is appreciated that this can be difficult, however pupils finish at 2.25pm on Thursday and Friday which does allow most of Thursday and Friday afternoons for non-urgent appointments. **Students must be collected by a parent or guardian when leaving school before the end of the school day.**

## KEY REASONS TO ATTEND:



Although good attendance is expected, we do reward students for full and improved attendance. We have termly certificates and prize draws for students as well as class and year group incentives. We have an annual Attendance Award Ceremony where we celebrate excellent attendance in school. We hope you will be able to join with us next year because your daughter has attended school every day in Year 8!



# ATTENDANCE TRAFFIC LIGHTS

Every month the students are made aware of their attendance percentage and number of days missed. The students discuss this with their Form Tutor and decide whether it is on target or in need of improvement using the idea of traffic lights. They note their attendance information in their Student Planner. What surprises some students and also parents is that 90% attendance is not good; as it would be in a test or assessment!

Every single day a child is absent from school equates to a day of lost learning.

THERE ARE *185* DAYS IN A SCHOOL YEAR



ATTEND TODAY,  
ACHIEVE TOMORROW.



**ATTENDANCE**  
matters

MISS SCHOOL  
MISS OUT





# HELP IN SCHOOL

If you have a concern about your own safety or the safety of another student the people to speak to in school are:



**Mrs J Clarke**



**Ms G Ferguson**

**Designated Teachers  
for Child Protection**



**Ms L Campbell**

**Mrs A Graham**



**Deputy Designated Teachers  
for Child Protection**

**Leader  
of Learning**

**Canteen  
Supervisors**

**Peer  
Mentors**

**Classroom  
Assistants**

**Vice-  
Principals**

**Form  
Tutor**

**Anti-Bullying  
Ambassadors**

**Assistant  
Principals**

**Assistant  
Leader of  
Learning**

**Principal**

**Teachers  
Prefects**

**School  
Counsellors**

**WHERE ELSE  
CAN I GET HELP?**



[www.childline.org.uk](http://www.childline.org.uk)

**Our full Safeguarding Policy is available on our website at:**

[www.belfastgms.org/site/parents/school-policies/](http://www.belfastgms.org/site/parents/school-policies/)

# WELLBEING HUB

Students can use the Wellbeing Hub to get help and support in relation to health and emotional needs, for example, paracetamol, plasters, hygiene items, uniform, access to counselling services and supports.

## Medical Protocol

***If a student needs to take medication in school:***



Parent to bring medication into the school office

Parent to complete form AN8 (copies in office)

Student medication will be kept in The Wellbeing Hub.

Student will be issued with a 'Wellbeing Hub card' giving permission to leave class to go and take their medication when required.

Louise Finlay will be based in the Wellbeing Hub at these times to administer medication.

***It is essential data capture forms are returned to let staff know if there is a short or long term medical issue.***

To access The Wellbeing Hub students should:



Speak to their class teacher



Class teacher to email Louise Finlay who will go to the student.  
Student must **NOT** be allowed to go to the office

**In an emergency contact the on call first aider for your zone**

**\*Please note for the administering of buccal midzolam**

Louise Finlay and Janice Clarke **MUST** be contacted immediately

# Creating a Safe, Respectable & Inclusive School Community

At Belfast Model School for Girls, we are committed to ensuring every student feels safe, valued, and supported.

This guide outlines how we address and prevent bullying type behaviour in our school.

## What is Bullying Type Behaviour?

We define bullying type behaviour using the *TRIP* criteria:

Targeted	Repeated	Intentional	Psychological/Physical Impact
Directed at a specific pupil or group	Occurs over time	Meant to cause harm	Causes emotional or physical distress

This includes verbal, physical, written, electronic, or social exclusion behaviours. Even a one-off incident may be considered bullying if it causes significant harm.

## Our Approach

- We use a relational, restorative, and preventative approach.
- All concerns are assessed using the *TRIP* criteria.
- We support both the pupil experiencing and the pupil displaying the behaviour.
- Families are involved in creating and reviewing support plans.
- We promote kindness, empathy, and inclusion through our curriculum and school ethos.

What to do if you have a concern:



## Preventative Measures

- Peer mentoring and student leadership programmes
- Restorative practices and wellbeing initiatives
- Digital safety education and structured supervision
- Safe spaces, nurture rooms, and inclusive activities

## Support & Resources

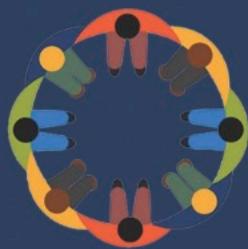
- Department of Education NI: [education-ni.gov.uk](http://education-ni.gov.uk)
- Safer Schools NI: [saferschoolsni.co.uk](http://saferschoolsni.co.uk)
- Youth Wellness Web & Text-a-Nurse: [hscni.net](http://hscni.net)

## Our Ethos: The Model Way

At Belfast Model School for Girls, 'The Model Way' is our shared commitment to being *Ready, Respectful, and Safe*.

These values guide how we learn, interact, and support one another every day.

# Restorative Practices in Schools



Belfast Model School for Girls  
ACHIEVEMENT FOR ALL

## Information for Parents

### Being Restorative is about...

- Showing respect – everyone is important and has the right to be safe and happy in school.
- Taking responsibility – working with others to create good relationships in school and owning up when I have caused upset or harm.
- Repairing broken relationships – making things right when there is conflict or harm caused.
- Connecting with others – being my best self so that the school which I belong to, can achieve better together.

### Why Restorative Approaches?

The Education Authority promotes a restorative approach. People who have been harmed through conflict or wrongdoing, and those who have caused harm, have different and similar needs.

#### What I need when I have been harmed?

- Time to reflect on what happened.
- To be allowed to feel upset or angry.
- Someone to listen to me.
- Hear the other person take responsibility for their behaviour.
- For the other person to understand what has upset me.
- To ask questions, to understand why.
- For me to feel better and safer.
- To be respected.
- To know it will not happen again.
- To draw a line underneath what happened so that I can move on.

#### What do I need when I have harmed someone else?

- Time to reflect.
- To tell someone what happened.
- Help to understand why I did it.
- To take responsibility for my behaviour.
- To hear from the other person how my behaviour affected them.
- To make it up to the other person.
- To give reassurance that I won't harm them again.
- To move on and start afresh.

By putting the person who has been harmed at the centre of the process, the person who has caused harm is held accountable and is given the choice to put things right.

#### All restorative processes must be:

- Restorative – the aim is to address and repair harm caused within the school community.
- Voluntary – participation is based on choice. No one will be forced to participate.
- Fair – the process must be fair and just, with outcomes that are proportionate to the harm caused.
- Safe – the facilitator will create a safe space for difficult conversations.
- Respect – the process must be respectful to all who participate.
- Accessible – everyone will get the chance to participate, with further time and support available if required.

A restorative school supports all young people to fulfil their potential and become the very best that they can be.

Restorative Practices are evidenced to help develop young people's resilience so that they can navigate difficulties in a positive way.

Restorative approaches address and repair relationships that have been broken through conflict and harm.

All meetings will be facilitated by trained school and support staff.

# ADDITIONAL EDUCATION NEEDS (AEN)



## What is an additional education need?

It is where learning has been impacted due to one or more of the categories below:

### **Learning**

including:

- SPLP
- MLD
- Dyslexia
- Dyspraxia
- Discalcula

### **Social, Emotional Wellbeing**

- Communication
- Mental Wellbeing

### **Behaviour**

School based and multi-disciplinary supports

### **Medical**

- ASD
- ADHD
- ADD
- other medical issues

## If the student has a AEN - what do I do?

1

Put all information onto the data capture form.

2

Bring all information (diagnosis/statementsmedical reports) to school for the LSCO & ALSCO

3

Make an appointment to speak to the LSCO/ALSCO



**Mrs J Clarke**

Assistant Principal -  
Learning Support  
Co-ordinator  
(LSCO)

**Dr P Scott**

Assistant Learning  
Support Co-ordinator  
(ALSCO)

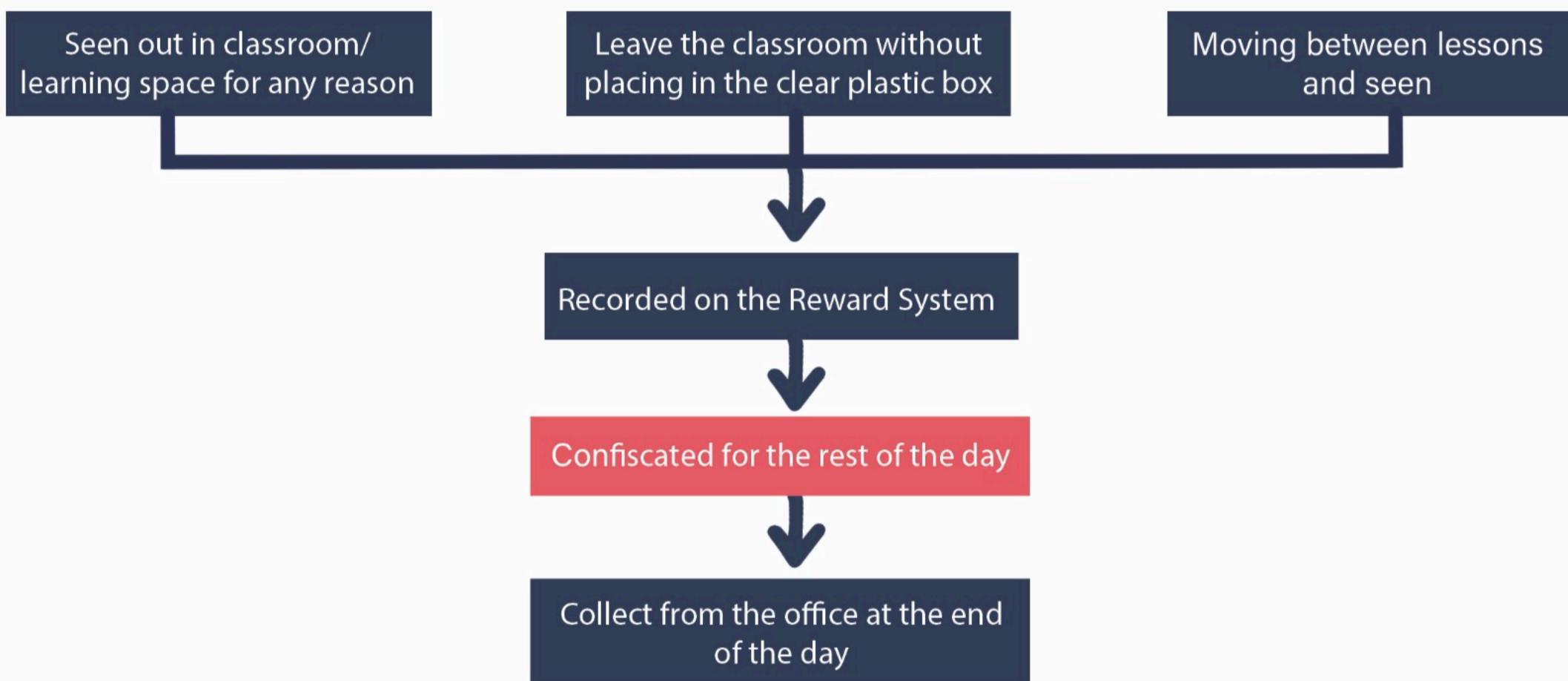


# MOBILE PHONE



## EAR PODS/HEADPHONES

### STUDENT FLOWCHART



Students are allowed to use their mobile phones at the following times:

- *Morning before school*
- *Break*
- *Lunch*

Students are **NOT** allowed to take photographs, films or recordings = this is a C4 = sanction and confiscation of phone for a period of time.

1. *Learning Time v Recreation Time*
2. *Prepares you for the world of work*
3. *Contract = Trust*

#### IMPORTANT REMINDER

If a student brings these items into school they do so at their own risk.

The school is not responsible if they are lost or damaged.

They must be carried in the inside blazer pocket or school bag (out of sight).

Mobile phones are not allowed to be carried in the front top blazer pocket.

Mobile phones must be placed in the classroom clear plastic box when leaving the classroom.

# TERM DATES & HOLIDAYS

## 2025/26

ALL DATES ARE INCLUSIVE



 <b>AUTUMN TERM</b>	<b>Monday 1<sup>st</sup> September 2025 - Monday 22<sup>nd</sup> December 2025</b>	
	<b>Mid Term Break</b> (Halloween)	Monday 27 <sup>th</sup> October 2025 - Friday 31 <sup>st</sup> October 2025
	<b>INSET</b> - Monday 3 <sup>rd</sup> November 2025 <b>P7 Taster Day</b> - Monday 1 <sup>st</sup> December 2025 <b>SDD</b> - Monday 22 <sup>nd</sup> December 2025	
	<b>Christmas Holiday</b>	Tuesday 23 <sup>rd</sup> December 2025 - Friday 2 <sup>nd</sup> January 2026
 <b>SPRING TERM</b>	<b>Monday 5<sup>th</sup> January 2026 - Tuesday 31<sup>st</sup> March 2026</b>	
	<b>Mid Term Break</b>	Monday 9 <sup>th</sup> February 2026 - Friday 13 <sup>th</sup> February 2026
	<b>PTC</b> - Monday 12 <sup>th</sup> January 2026 (Year 11 & 12) <b>PTC</b> - Friday 27 <sup>th</sup> March 2026 (Year 8 & 9) <b>PTC</b> - Friday 23 <sup>rd</sup> January 2026 (Year 10) <b>SDD</b> - Monday 30 <sup>th</sup> March 2026 <b>PTC</b> - Monday 16 <sup>th</sup> March 2026 (Post 16) <b>INSET</b> - Tuesday 31 <sup>st</sup> March 2026 <b>St Patrick's Day</b> - Tuesday 17 <sup>th</sup> March 2026	
	<b>Easter Holiday</b>	<b>Wednesday 1<sup>st</sup> April 2026 – Friday 10<sup>th</sup> April 2026</b>
 <b>SUMMER TERM</b>	<b>SDD</b> - Monday 13 <sup>th</sup> April 2026	
	<b>Tuesday 14<sup>th</sup> April 2026 – Tuesday 30<sup>th</sup> June 2026</b>	
	<b>BH</b> - Monday 4 <sup>th</sup> May 2026 <b>SDD</b> - Tuesday 26 <sup>th</sup> May 2026 <b>BH</b> - Monday 25 <sup>th</sup> May 2026	

### PLEASE NOTE:

School inductions take place from Tuesday 26<sup>th</sup> August - Friday 29<sup>th</sup> September 2025

**Year 8 commences Thursday 28<sup>th</sup> August 2025**

### KEY:

**PTC** - Parent Teacher Consultation (students in (brackets) only expected to attend)

**\*SDD** - School Development Day    **\*BH** - Bank Holiday    **\*INSET** - In-service Training    **\*P7 TASTER**

\* = students not required to attend

# SCHOOL UNIFORM

Black School Tracksuit bottoms with school crest



Black School Shorts (optional) with school crest



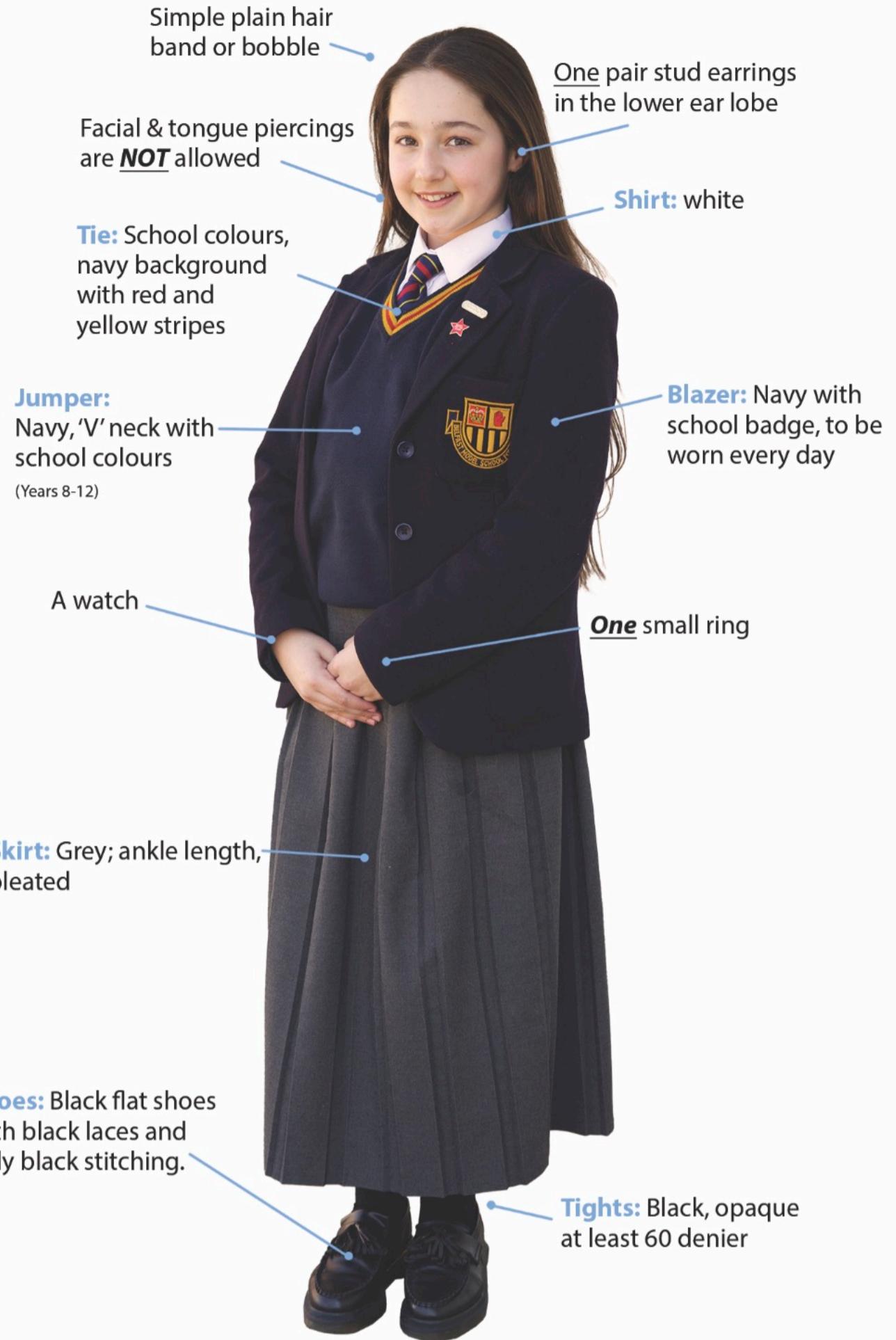
Gilet (optional) with school letters B.M.S.G



Black School Skort (optional) with school crest

Red School Hooded sweatshirt with school crest

Socks:  
White trainer/ankle socks



You can purchase tracksuit bottoms OR leggings\*.

You can purchase hoodie OR 1/2 zip\*.

\*Purchasing both is optional but not required.

**Trainers:** Vans/Converse etc are **NOT** permitted

# GL PARENT GUIDE

In BMSG we use GL assessments to help give us a baseline for our students. This information provides us with the students' academic potential, their knowledge in specific subject areas and their reading age. We use this data to help set bespoke targets for each of our students to strive to achieve within each subject. These assessments are completed in cycles throughout Key Stage 3.

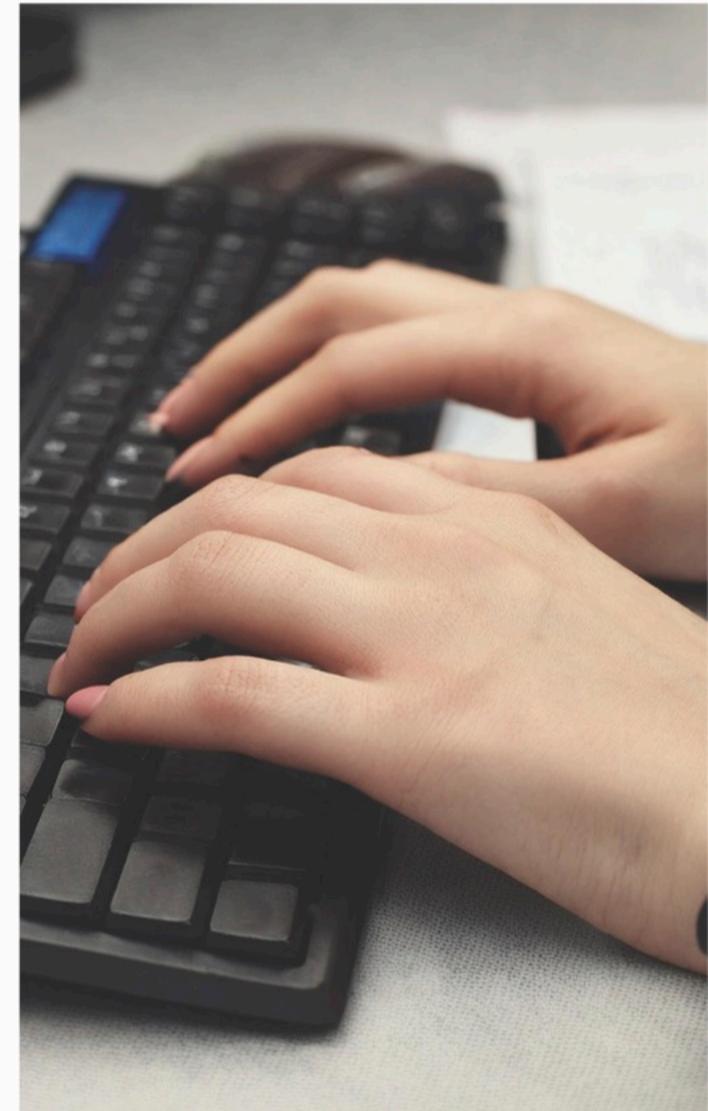
## What is GL Assessment?

GL Assessment is the leading provider of formative assessments to schools across the UK and Ireland. Their extensive sets of data and reports can:

- Highlight strengths and gaps in reading and core subjects
- Reveal barriers to learning
- Identify and support students with additional educational needs
- Provide evidence of progress
- Deliver evidence of whole school improvement
- Directly inform teaching strategies

These skills based assessments do not require revision or study but rather provide an overview of key strengths alongside areas requiring greater focus. Each assessment is standardised against national NI benchmarks and provides teachers with qualitative and quantitative information to support each student's progress by:

- Highlighting where each student is at now and identifying any required support
- Identifying barriers or gaps in key curriculum areas
- Setting individualised subject targets based on current ability levels
- Indicating potential performance in future assessments
- Supporting planning for learning, teaching and assessment



## **CAT4 (Cognitive Ability Test)**

The Cognitive Abilities Test (CAT4) is an assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. CAT4 data gives us a much broader, more rounded view of each student, their potential and how they learn. This allows teachers to control the pace of learning for each student and assess whether additional support or challenge is needed.

## **Progress Through Maths (PTM), Progress Through English (PTE), Progress Through Science (PTS) Tests**

A series of subject specific assessments which assess each student's knowledge, understanding and application in our three core subject areas. These are used to track progress and when combined with CAT4, individualised subject targets are assigned in order to monitor attainment and progress.

## **New Group Reading Test (NGRT)**

This is a standardised and adaptive assessment which is used to measure reading skills against the national average and to provide an assessment of each student's reading age. These reading ages and insights identify where reading intervention may be needed and assist in measuring reading progress over time.

## **Pupil Attitudes to Self and School Survey (PASS)**

In this 50-question survey, pupils respond to a series of statements about school and learning. These correspond to nine factors proven to be linked to educational goals: feelings about school, perceived learning capability, self-regard, attitudes to teachers, general work ethic, attitudes to attendance, preparedness for learning, response to curriculum demands, and confidence in learning. GL provides a ready-made collection of follow-up activities to help us put pastoral support in place, allowing us to build upon our positive teacher/pupil relationships.

## **GL Assessment Scoring**

Description	Very low	Below Average		Average			Above Average		Very high
<b>Standard Age Score</b>	<b>&lt;74</b>	<b>74-81</b>	<b>82-88</b>	<b>89-96</b>	<b>97-103</b>	<b>104-111</b>	<b>112-118</b>	<b>119-126</b>	<b>&gt;126</b>
Stanine	1	2	3	4	5	6	7	8	9
National Ave.	4%	7%	12%	17%	20%	17%	12%	7%	4%

## **KEY**

### **SAS (Standard Age Score provided for each assessment)**

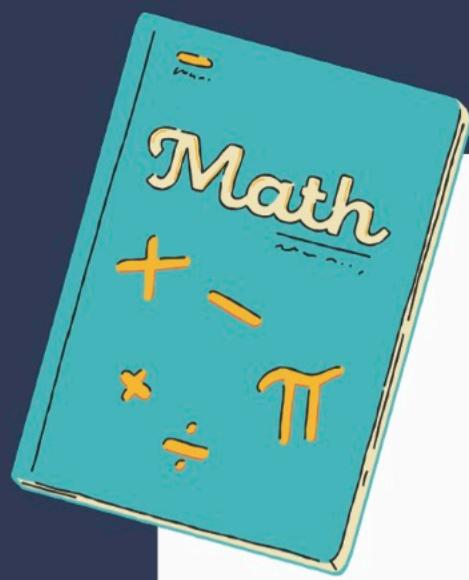
This is a standardised score which considers your daughter's age in years and months and gives an indication of how she is performing relative to a national sample of pupils of the same age. The average score is 100 (more detail can be found below).

### **Stanine (Bands provided for each assessment)**

The stanine places your daughter's score on a scale of 1 (very low) to 9 (very high) and offers a broad overview of performance.

At the end of each academic year we award students at our Junior Prizegiving for progress in their data. Awards for:

- Most GL progress
- GL achievement winner
- GL achievement runner up



# YEAR 9

# MATHEMATICS

In Year 9 students are expected to develop a range of skills and mathematical techniques, consolidating work from Year 8 and preparing for the demands of Year 10. Topics covered include aspects of the Key areas of Number, Algebra, Geometry, Shape, Space and Measure, and Statistics.

In order to experience success students should continue to reinforce basic concepts such as times tables as these are the foundation for many topics.

Parents can help to promote a sense of fun and competition in learning these by listening to songs from YouTube, joining in games such as 'Hit the Button' and regular quizzing on these. Even those students who are familiar would benefit from increasing their recall speed.

As a department, we will endeavour to provide useful and relevant materials such as videos, games and additional practice for students via Google Classroom and other digital platforms, this is available to all students.

We also run a KS3 drop in after school on Thursday for those who may want to ask further questions, undertake additional practice or simply enjoy mathematical activities outside the normal classroom environment.



# YEAR 9

# ENGLISH



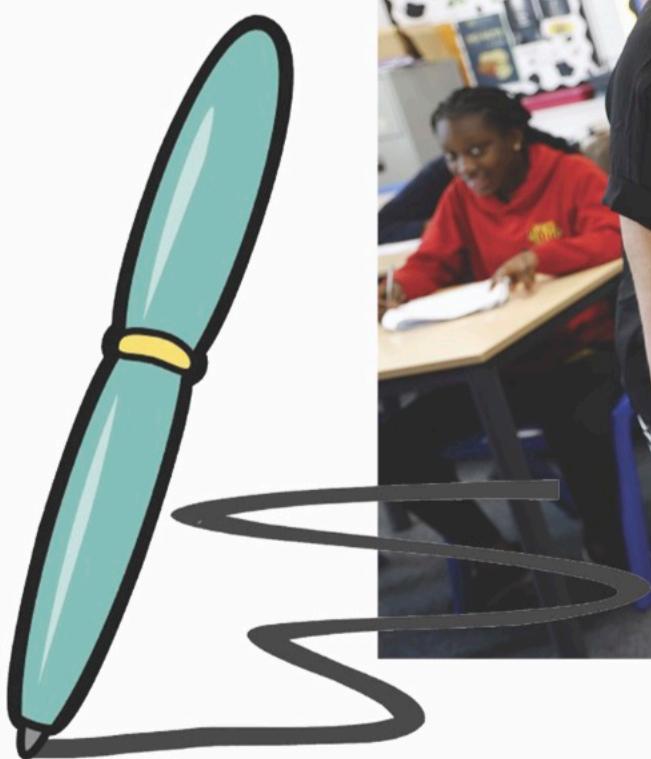
In Year 9 students are expected to develop a range of skills and mathematical techniques, consolidating work from Year 8 and preparing for the demands of Year 10. Topics covered include aspects of the Key areas of Number, Algebra, Geometry, Shape, Space and Measure, and Statistics.

In order to experience success students should continue to reinforce basic concepts such as times tables as these are the foundation for many topics.

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# YEAR 9 KEY DATES

**27th August** - Induction

**15th Oct** - Attendance ceremony

**22nd & 23rd October** - School Show

**27th - 31st October** - Half Term

**16th December** - Carol Service

**22nd December - 2nd January** - Christmas Holidays

**9th February - 13th February** - Half Term

**17th March** - St Patrick's Day

**27th March** - Parent Consultation

**1st - 4th June** - GL Tests

**5th June - 12th June** - KS3 Assessments

**17th June** - Sports Day

**19th June** - Junior Prize Giving

**25th June** - Our Day Out



## STUDENT PLANNERS

Every student is given a student planner at the beginning of the new academic year. This planner is a great source of information with term dates, uniform, monthly attendance. Your child will use this planner to update their monthly attendance, write down homeworks and record their reading books. There is a section at the back of the planner for you as the parent/guardian to send notes into school. Please make it a regular routine to check your child's planner and sign it.

## APPOINTMENTS

As you are aware missing classes means your child will be missing work and therefore have work to catch up on. As a school we would encourage you, where possible to make appointments outside of school hours. On a Thursday and Friday our school day finishes at 2.25pm allowing time to get appointments after the school day.

The image shows the Belfast Model School for Girls logo, which includes a crest with a shield and the text 'BELFAST MODEL SCHOOL FOR GIRLS'. Below the logo is a photograph of the school building, a modern structure with large glass windows and a blue facade. The text 'Belfast Model School for Girls' and 'ACHIEVEMENT FOR ALL' is visible above the building. At the bottom, there is a dark blue box containing the text 'KEY STAGE 3 STUDENT PLANNER' and two input fields for 'Name:' and 'Form:'.

# SUBJECT INFORMATION

## A-2

SUBJECTS YOUR DAUGHTER WILL BE LEARNING THIS YEAR

PAGE	SUBJECT
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- 23 Art & Design
- 23 Drama
- 23 English
- 24 Geography
- 24 History
- 24 ICT
- 24 Learning for Life & Work
- 25 Mathematics
- 25 Music
- 25 Physical Education (PE)
- 26 Religious Education (RE)
- 26 Science
- 26 Spanish
- 26 Technology & Design



# ART

Leader of Learning: Mrs F Ward

Timescale	Topics	Assessment
September	Tonal, paint, mixed media and collage	Each final piece assessed
October- December	3D Design and ceramic construction	Clay knowledge test and final Monster Pot
January- February	Landscape and Textile Art	Watercolour painting and Textile Landscape
March- April	Fashion Design, Paper dresses and logo design	Final dress and carrier bag with logo.
May-June	Insect project in mixed media	Group work assessment

# DRAMA

Leader of Learning: Mrs N Spiers

Timescale	Topics	Assessment
September	Baseline Assessment Script	Baseline Assessment Creating/Performing/Responding
October- December	Urban Myths	Assessment of Creating/Performing/Responding Urban Myth Final Task
January - February	Greek Theatre	Assessment of Creating/Performing/Responding Little Red Riding Hood in the Style of Greek Theatre
February - April	Missing Girl	Assessment of Creating/Performing/Responding Jo's Return – Choral Speaking, Thought Tracking and Still Image
May - June	Missing Girl	Assessment of Creating/Performing/Responding Jo's Return – Choral Speaking, Thought Tracking and Still Image

# ENGLISH

Leader of Learning: Mrs C Green

KS3 Leader of Learning: Mr N McIlhatton

	Focus	Skills Developed	
Gothic Literature	Exploring atmosphere, suspense, and the supernatural.  Key Features: Dark settings, mysterious characters, eerie events, and emotional intensity.	Analysing language and structure to understand how tension is created. Exploring themes such as fear, isolation, and the unknown.  Creative writing inspired by Gothic conventions.	Typical Texts: Extracts from Frankenstein, Dracula, The Woman in Black, and short Gothic stories.
Charles Dickens – A Christmas Carol	Social commentary and character transformation. Themes: Redemption, poverty, generosity, and the spirit of Christmas.	Analysing character development (e.g., Scrooge's transformation). Understanding Victorian context and Dickens' critique of social inequality. Exploring narrative voice and use of symbolism (e.g., the three ghosts).	Activities: Drama, diary entries from characters, and persuasive writing based on themes.
Shakespeare – Macbeth	Tragedy, ambition, and the supernatural. Themes: Power, guilt, fate vs. free will, and the corrupting influence of ambition.	Understanding Shakespearean language and dramatic techniques. Analysing soliloquies and key scenes (e.g., the dagger scene, Lady Macbeth's sleepwalking). Exploring character motivations and moral dilemmas.	Contextual Learning: The role of witches, the Divine Right of Kings, and Jacobean beliefs.
Poetry	Language, form, and personal response,	Skills Developed: Analysing poetic devices (metaphor, simile, alliteration, enjambment). Comparing poems by theme or style. Writing original poetry and reflecting on poetic choices.	Themes Explored: Identity, nature, conflict, emotions, and society.

# GEOGRAPHY

Leader of Learning: Mrs S Woods-McAdam

Timescale	Topics	Assessment
September	Europe	Test 1
December/January	Population	Test 2
March	Weather and Climate	Test 3
May	Tourism	Test 4
June	End of year	Test 5

# HISTORY

Leader of Learning: Mrs N Kelly

Timescale	Topics	Assessment
September	<b>The Reformation</b>	Knowledge Test 1
October-November	<b>The Tudors</b> <ul style="list-style-type: none"><li>- Henry VIII</li><li>- Edward VI</li><li>- Mary I</li></ul>	Written Assessment 1
December-February	<b>The Elizabethan Era</b> <ul style="list-style-type: none"><li>- The Middle Way</li><li>- Lifestyle</li><li>- Suitors</li><li>- MQoS</li><li>- The Spanish Armada</li></ul>	Knowledge Test 2 Written Assessment 2
March-April	<b>The Stuarts</b> <ul style="list-style-type: none"><li>- The Gunpowder Plot</li><li>- Plantation of Ulster</li></ul>	Knowledge Test 3
May-June	<b>The Industrial Revolution</b> <ul style="list-style-type: none"><li>- Project Based Learning</li></ul>	Summer Examination

# ICT

Leader of Learning: Miss T McCracken

Timescale	Topics	Assessment
September	Using ICT Geolocation	End of topic test
October- November	Effective Presentations	Practical Assessment
December - January	Graphics	End of topic test
February - March	Spreadsheets	End of topic test, Practical Assessment
April	Storage & Memory	End of topic test
		Summer Exam covering all topics taught

\*PLEASE NOTE THIS IS SUBJECT TO CHANGE

# LEARNING FOR LIFE & WORK

Leader of Learning: Mrs S Woods-McAdam

Timescale	Topics	Assessment
September to December	Citizenship	No assessments
December to March	Personal Development	
April to June	Money Matters	

# MATHS

Timescale	Topics	Assessment
September - October	KS3 Tasks Coordinates Fractions 1 Angles	Key Assessment 1 w/c 13 October
November - December	Fractions 2 Percentages Sequences	Key Assessment 2 w/c 8 December
January – February	Circles Ratio & Proportion Algebra	Key Assessment 3 w/c 16 February
February - April	Symmetry Enlargement Translations Statistical Diagrams	Key Assessment 4 w/c 13 April
May - June	Revision Examination Preparation Review of examination KS3 Tasks	KS3 Assessments w/c 1 June

# MUSIC

Timescale	Topics	Assessment
September	Bentley Test Symphony Orchestra	Test on Symphony Orchestra
October- December	Strings	Test on Symphony Orchestra and Strings
January - February	Woodwind	Test on Symphony Orchestra, Strings and Woodwind
March - April	Brass	Test on Symphony Orchestra, Strings, Woodwind and Brass
May	Revision for summer examinations	Summer exam
June	Percussion	
	Piano keyboard is studied throughout the year	One per term

# PE

Timescale	Topics	Assessment
<b>September/October: Unit 1</b>	Netball	Unit 1 practical assessment
<b>November/December: Unit 2</b>	Gymnastics	Unit 2 practical assessment
<b>January/February: Unit 3</b>	Football	Unit 3 practical assessment
<b>March/April: Unit 4</b>	Athletics	Unit 4 practical assessment
<b>May/June: Unit 5</b>	Fitness for Health	Not assessed

# RE

Timescale	Topics	Assessment
September	Creation	
October- December	Creation and Environment	Test 1
January- February	Covenant: Abraham Isaac Jacob	Test 2
March - April	Joseph	Test 3
May	Moses Revision	Test 4
June	Revision Judaism	End of Year Exam

# SCIENCE

Timescale	Topics	Assessment
September-December	Plant Biology	Topic test
	Simple Chemical Reactions	Topic test
	Light	Test on first three topics & practical test
January - May	Electricity & Magnetism	Topic test
	Food and Health	Topic test
	Acids & Alkalies	Topic Test
June	Revision	Summer exam on first six topics
June	Energy Resources	Topic Test

# SPANISH

Timescale	Topics	Assessment
October	Module 4 Units 1-3	Speaking 1
November- December	Module 4 Units 1 – 4	Listening 1, Reading 1, Writing 1
February	Module 5 Units 1 – 4	Speaking 2
March – April	Module 5 Units 1 – 4, Module 1 Units 1 - 2	Listening 2, Reading 2, Writing 2

# TECHNOLOGY

Timescale	Topics	Assessment
September	Safety in Technology Design Process	Test 1
October	Introduction to Plastics Introduction to Electronics	Test 2
November – December	Project 1 Manufacture	
January - February	Mathematics for Technology Introduction to Metals	Test 3
March – April	Metals Project 2 Manufacture	Test 4
May	Project 2 Completion Examination Revision	
June	Examination	



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