



Friday 9 October 2026

Dear Parent/Carer,

Year 9 Curriculum and Assessment

During Year 9 students continue to study a broad curriculum as we build on the knowledge and skills taught in Years 7 and 8. Alongside this there is a variety of extra-curricular opportunities including the opportunity to take part in the popular Duke of Edinburgh Award.

This year is particularly key in beginning to prepare students for their Key Stage 4 studies and in the spring term students will be supported in selecting their options subjects, which will begin next September.

As part of our curriculum journey, Year 9 is the start of the GCSE RE course that students will sit examinations for in Year 10. Our results for this have been excellent for a number of years, (2026: 86% Grade 4+, 43% Grade 7+), and it provides a fantastic opportunity for students to develop their study habits in preparation for Year 11.

The core curriculum of Maths, English, Science and RE provides a fundamental basis for the future, and these occupy over 60% of curriculum time. As we work towards GCSEs for all students in these subjects, we are going to transition this year to setting targets, and monitoring progress and attainment in these subjects using the GCSE grades from 9-1. This will enable students to become used to these grades and enable even more detailed monitoring of progress. The banding system utilised in Year 7 and 8 will continue to be used across the rest of the curriculum, and there is a reminder below of how this is also linked to GCSE grades.

KS3 Bands	GCSE Grades
Band A	9
	8
Band B	7
	6
Band C	5
	4
Band D	3
	2
	1
All other subjects	Maths, English, Science, RE

Students had an assembly last week to help them understand how their assessments will be graded and the importance of year 9 in their transition to KS4.

As outlined in the whole school letter last week, targets are now visible on G4S. As per our policy, all targets in years 7-11 are set using information from Fischer-Family Trust who utilise vast amounts of data. Targets are set at a level which would mean students make progress in the top 20% of the country from their KS2 starting points, so are bespoke to each student.

More information on all aspects of our assessment and reporting practices can be found on our [website](#).

Yours sincerely

Ms. Michelle Foy
Deputy Headteacher