

**FURZE
PLATT**
SENIOR SCHOOL



SUPPORTING LEARNING

In Year 10



AMBITIOUS

COLLABORATIVE

HAPPY

INTEGRITY

ENDURANCE

VERSATILITY

EXCELLENCE

Personal Development – Our Values

*Above all, our vision is that members of the Furze Platt community consistently **ACHIEVE**, through:*

*being **A**mbitious*

*being **C**ollaborative*

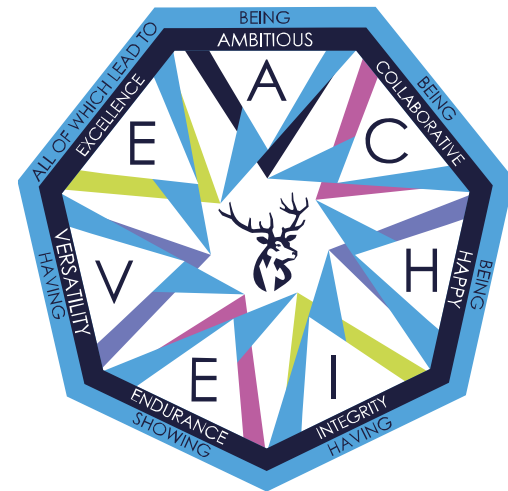
*being **H**appy*

*having **I**ntegrity*

*showing **E**ndurance*

*showing **V**ersatility*

*All of which lead to **E**xcellence*



At the start of a 2 year journey...

- Maths GCSE
- English Language GCSE and English Literature GCSE
- Either Double or Triple Science GCSEs
- Four other GCSEs

Year 10 A year's teaching

Non-Exam Assessments in a few subjects

Maths PPEs in September 2020 & April 2021

Majority of subject PPEs in January 2021

English PPEs in Nov (Inspector Calls), March 2021 (Lang C2 Section A), May 2021 (Macbeth) and late June 2021 (Poetry).

Year 11 Another year's teaching

Non-Exam Assessments in a few subjects

PPEs in November 2021

Examinations in May and June 2022

New GCSEs – New Grades

- All GCSEs now have the new grading system
- 9 grades (vs 8 in the old system)
- More grades at the top end, fewer at the lower end
- **“5” is the new “C”**

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

GOOD PASS (DfE)

5 and above = top of C and above

AWARDING

4 and above = bottom of C and above

Performance Measures

- ***‘BASICS’***

Proportion of students who achieve Grade 4 or better and 5 or better in both English and Maths.

- Any student who achieves a Grade 3 or lower in either English Language and / or Maths will have to continue to retake the subject(s) in Year 12 until they achieve a Grade 4.
- Although not compulsory, any student who achieves a Grade 4 in English Language and / or Maths are encouraged to retake the subject(s) in Year 12.

Performance Measures

- ***'Attainment 8'***

The average score across a student's best 8 grades

- A student who achieves Grade 4 across the board will have an Attainment 8 score of 4.0
- While every student is studying 9 or 10 subjects, it is important to work hard in all of them – any subject can make it into the top 8

What Students Must Aim For

It is the student's scores in their **top 8 subjects**, including English and Maths, that count most.

Our **Sixth Form entry requirements** are based on these top 8 scores. The higher your average score, the greater the range of sixth form courses you can choose from.

To do well in your top 8 subjects, you need to work hard in **all 9 or 10**.

WHAT DO STUDENTS NEED TO KNOW?



Attendance matters

- Many pupils have attendance rate of 90%
- Most parents/pupils think that is pretty good
- This equates to a loss of learning of:-
 - one half-day every week
 - 4 weeks of lessons a school year
 - Yr7 - Yr11 this is $\frac{1}{2}$ of a school year
 - 17 days = a full GCSE grade
- We know there are exceptions
- Just asking you to “dig deep”

So?...

- 1 - 4 GCSE grades can increase your salary by 17%.
- 5 or more GCSE 9-5 grades can increase your salary by 41%.
- If you improve your attendance by 1% you could see a 5 - 6% improvement in your attainment.
- Employees with no qualification can earn an average of just £6.19 per hour.
- Those with only GCSE qualifications earn an average of £11.79 per hour.
- Students who graduate from university with a degree earn an average of £16.89 per hour.

Punctuality

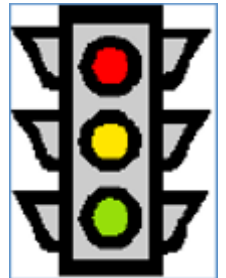


Help us help you – Be on time

Lateness = Lost Learning

***(Figures below are calculated over a school year)**

5 minutes late each day	3 days lost!
10 minutes late each day	6.5 days lost!
15 minutes late each day	10 days lost!
20 minutes late each day	13 days lost!
30 minutes late each day	19 days lost!



How Can Students Rise To The Challenge?

1. Develop a positive mindset

- Accept that sometimes the work will be challenging and you might not get it first time.

— James Dyson



- Accept that this doesn't matter – if you get it wrong first time, try again.

— Theodore Seuss, *The Cat in the Hat*

- Remember that you have three years to crack this. Don't panic.



2. Maximise your approach to learning in lessons

- Listen hard.
- Avoid distractions.
- Do your best first time.
- Expect to have to re-do your work until it is as good as it can be.

How Can Students Rise To The Challenge? (continued)

3. Produce the best home learning possible

- It connects together the work done in class.
- Expect 2 hours for English and Maths, and 1 hour for every other subject, every week.
- Expect to have to re-do work to make it as good as possible.

4. Communicate

- Share triumphs
- Share concerns – especially with parents and teachers.

The Study/Revision Process

1. Plan your study timetable so you know what you will study when. Most evenings, every weekend, some days in the holidays.
2. Make sure you know what content is required for each PPE paper
3. Make sure you have all the notes. Condense that information – mind maps, cue cards, post it notes ...

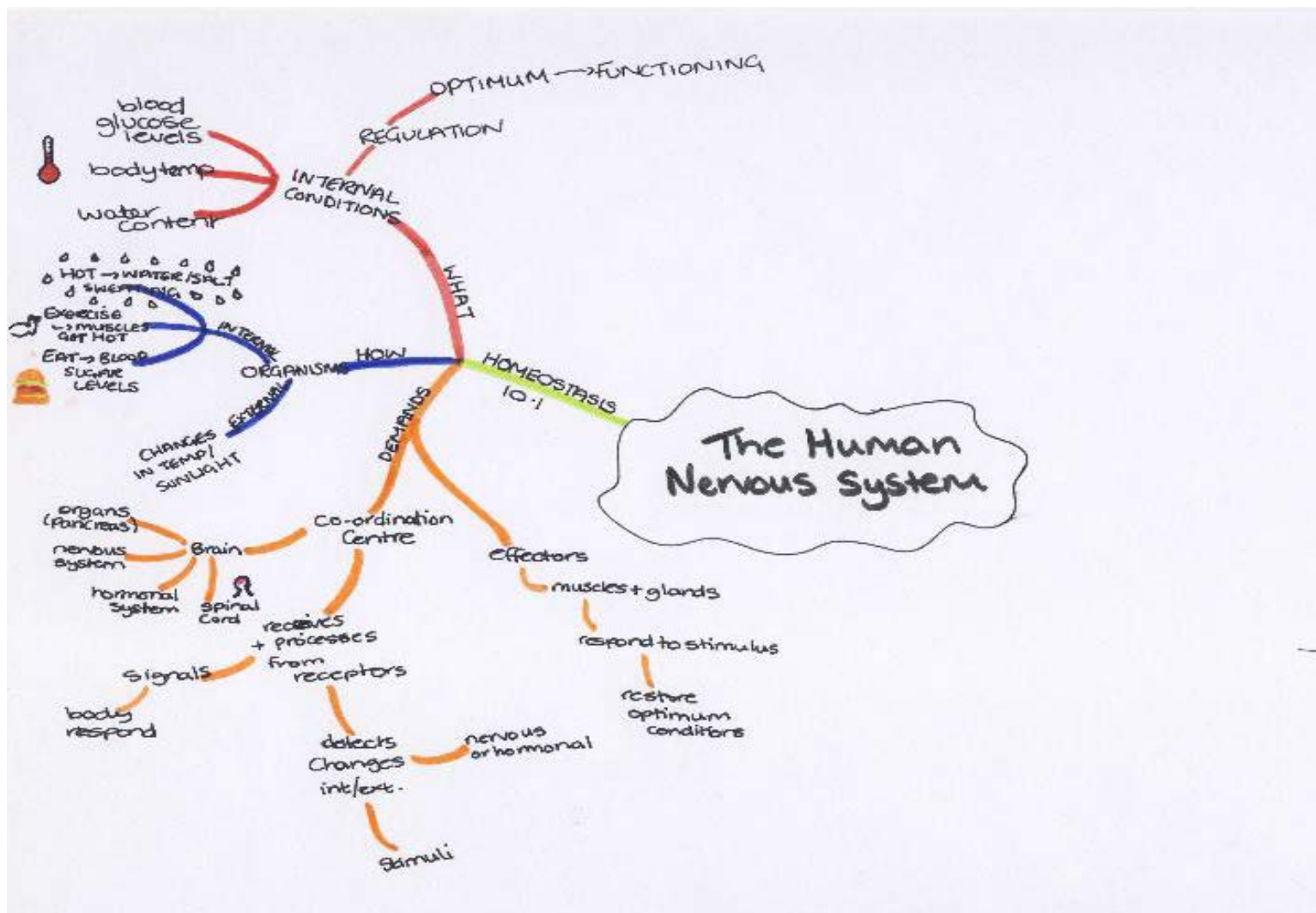
DON'T WAIT UNTIL YEAR 11 TO START CREATING REVISION RESOURCES!

4. Learn that information – read, cover, write, check
5. Practise past paper questions
6. Repeat steps 2-5 until you are fully confident. **Prioritise the things you got wrong or find hardest**

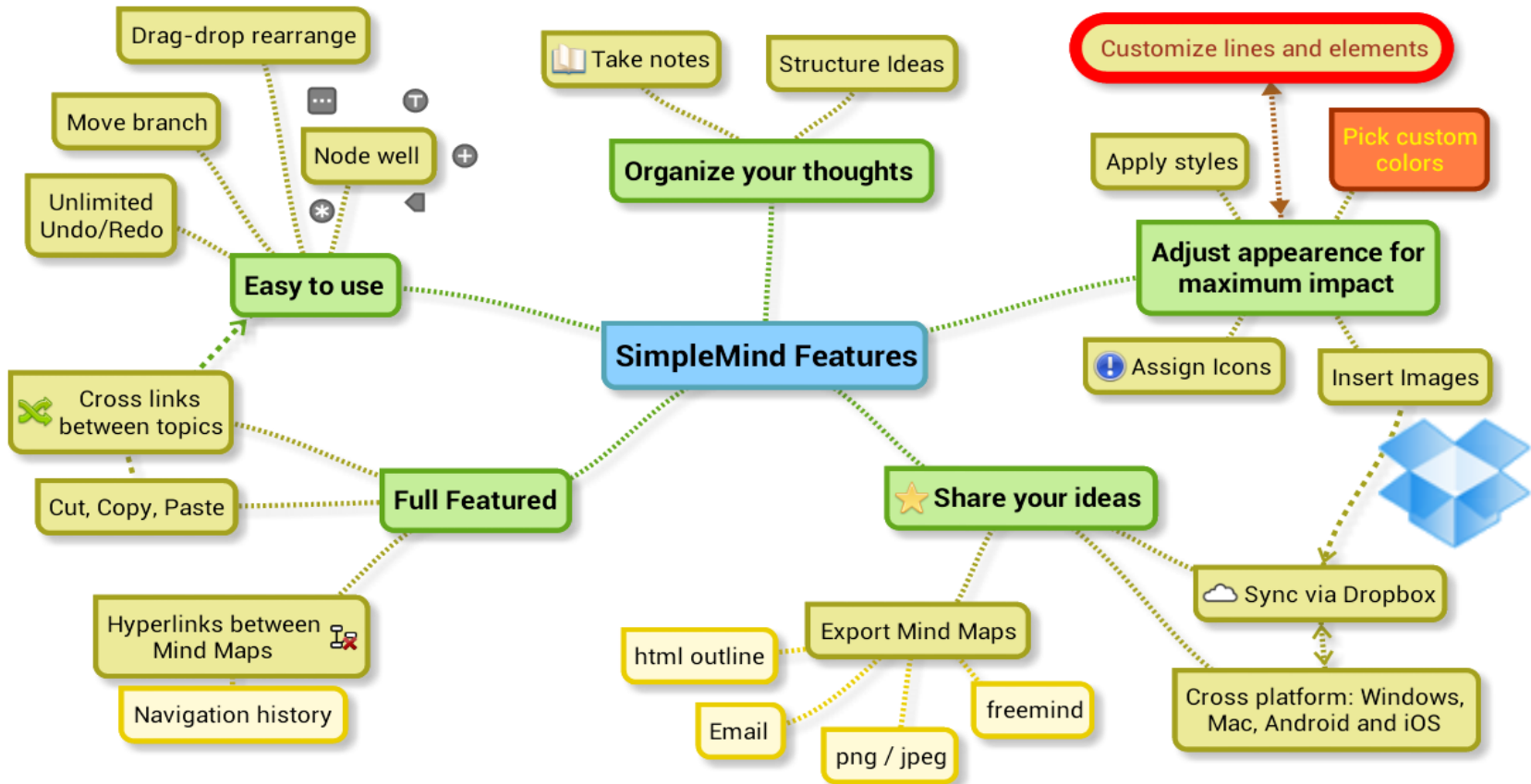
Start By Collecting All Your Information

- Do you know when your PPEs are?
 - January 2021 main block of PPEs
 - Others throughout the year
- Do you know where all your books for each subject are?
- Do you know where your assessment folders are?
- Do you need to sort out and organise them?
- Is there work that is missing? Copy it up or photocopy it.
- Important to do this as you go through the year.
- Do you have active GCSEPod Account and access to all my subjects via my mobile/PC/tablet etc.?

Mind Maps



Mind Maps – On-Line



*Simplemind mind-mapping app –
for smart phones and tablets
Paid version is better*



Cue Cards

Homeostasis

Organs cannot work properly if internal environment changing.

- Regulation
- Maintain optimum conditions

- Coordination
- Control
- Organisms detect changes=Temperature/Sunlight

Exercise= hot muscles
Eat food= blood sugar levels UP
Hot weather= Lose Water/Salt through sweat.

Receptors- Detect changes
(Stimuli)

Coordination Centre- Process Info-
Brain/Nervous System/Hormonal System/Spinal Cord/Pancreas

Effectors- Muscles/Glands
Restore Conditions.

Where To Study



- A dedicated space without distractions
- Room to allow an organised spread!
- Immediate access to all materials needed during study periods
- A timer or clock in view
- Music & the myth of the Mozart Effect

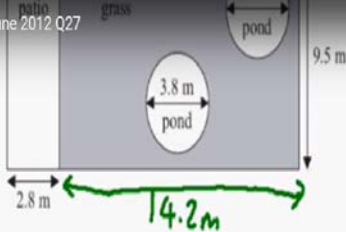
Past Papers

- Past papers, mark schemes and examiners' reports are available online from each exam board. This will help:
 - Increase familiarity
 - Give a variety of topics
 - Identify learning gaps
 - Reduce anxiety
- Use them to test yourself and gauge your progress

Other Revision Websites

- YouTube – with past papers
 - “edexcel 9-1 gcse maths foundation”
- Seneca Learning – videos, notes, tests
- GCSE Bitesize
- Tutor2u
- Quizlet
- s-cool
- revisionworld
- Examtime
- getrevising
- topmarks
- tes

Edexcel GCSE Maths Linear Foundation P2 Cal June 2012 Q27



Mr Weaver is going to spread fertiliser over all the grass.
One box of fertiliser will cover 25 m^2 of grass.

How many boxes of fertiliser does Mr Weaver need?
You must show your working.

$$14.2 \times 9.5 = 134.9 \text{ m}^2$$

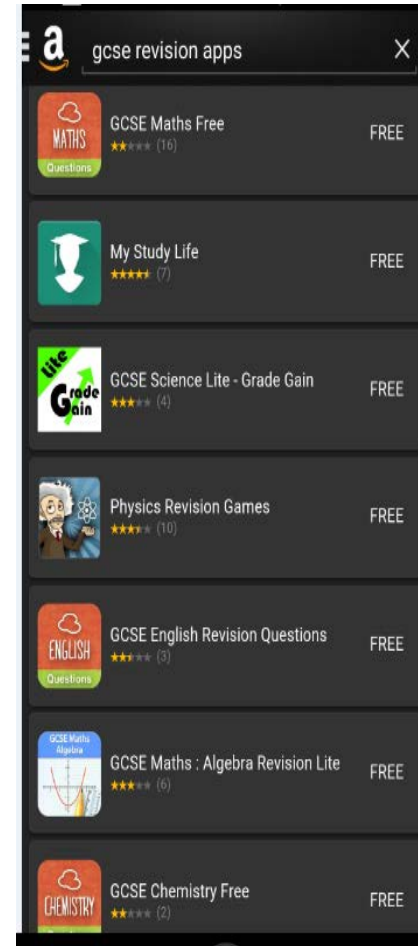
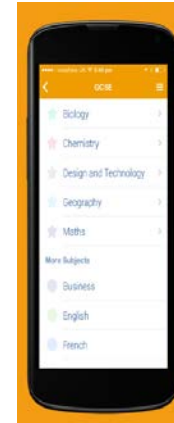
Area of a pond

$$\pi r^2$$

(Total for Question 27 is 5 marks)

For Once, You *Can* Use Your Phone

- GCSEPod
- Quizlet (I love it!)
- Seneca Learning
- Gojimo
- Thumbsup Revision
- Khan academy - videos
- Podcasts – particularly useful for poems
— www.audiopi.co.uk
- Past papers



GCSEPod

- 1000s of “pods” either on computer/laptop or app on mobile
- Nearly every GCSE subject covered
- Each video less than 5 mins
- Questions to check understanding
- Will be used regularly as homework - assignments
- Boost playlists – created around weaknesses
- Teachers can use to identify gaps
- All Yr10s have had the chance to log on
- **Regular use will improve grades**
- Pre-learn or consolidate knowledge



JUST LAUNCHED

An exciting new
e-learning platform
to help with your GCSEs

Helping your grades soar!
Log on now @ www.GCSEPod.com



ACCESS ARRANGEMENTS



Access Arrangements – What Are They?

- Exam Access Arrangements (EAAs) are the reasonable adjustments that can be made for an exam candidate.
- Yr10s will be tested for Access Arrangements in the very near future

What Are The Main Access Arrangements?

- **Extra time**, for candidates who work very slowly
- **Rest breaks**, for poor concentration or extreme stress
- **Readers/Computer Readers**, for candidates who cannot read by themselves
- **Reading Aloud/Reading Pen**, for those who have reading difficulties and can concentrate better if they can hear themselves read
- **Scribes/Speech Recognition Technology**, for very poor or slow writers who cannot write by themselves
- **Word processors**, for candidates who use a WP in class
- **Prompters**, for candidates who lose concentration easily
- **Bilingual Dictionary**, for candidates who have English as an Additional Language

What Evidence Is Accepted For Access Arrangements?

- All evidence and testing for access arrangements should be from evidence and testing at school
- Reports from CAMHS, an HCPC registered psychologist, or a hospital consultant will be accepted for evidence of a substantial impairment such as ASD/ADHD or a medical condition
- If you wish to have evidence from an external report considered as evidence of your child's needs, you must do this with the prior agreement and in conjunction with the school's SENCO

The Access Arrangement Process at Furze Platt

- All students are usually screened in Year 9 using Exact, an online screening programme
- However, due to Lockdown this did not take place and we will intend to screen all 10 students before Christmas.
- Students who have been identified by teachers AND who have a below average score in at least one test will be taken forward for further testing by our external assessor
- When we have:
 - Test results
 - Teacher evidence
 - Evidence that the arrangement is the student's 'normal way of working'an application is made to JCQ online for confirmation of arrangements
- Parents are notified of their child's arrangements by letter
- Students are monitored for use of their arrangements. If they fail to use their arrangements it is not their 'normal way of working' and arrangements may be removed. Parents and the student will be consulted before this is done
- We must comply with the regulations in the JCQ Access Arrangements and Reasonable Adjustments handbook.
- Failure to comply may constitute malpractice which could impact on the candidate's results.

INFORMATION FOR PARENTS



How Will I Know How My Child Is Doing?

4 Progress Reports:

- Approach To Learning Only Report – this week.
- 4th December 2020
- 11th February 2021
- 9th July 2021

Parents' Evening:

- Thursday 25th March 2021 16:15-19:15

Things to look out for on your child's report

What do we report?

- *Working At* – This is the grade that best reflects the current work of your son or daughter. If they sat the exam now this is what we think they would get.
- *End of Year Challenge Target* – This is the minimum grade that we think your son or daughter should be able to achieve by the end of Year 10. Depending on the progress being made by your son or daughter, we may move this grade up or down during the course in order to provide the most appropriate level of challenge.

Things To Look Out For On Your Child's Report

Fine Grading

- For reporting, we also sub-divide grades for greater accuracy.

6+	attainment at the upper end of grade 6, almost reaching grade 7
6	working consistently at grade 6
6-	attainment at the lower end of the grade 6 range, just above a grade 5.

Things To Look Out For On Your Child's Report

Approach To Learning

Outstanding: Displays an **excellent attitude, ambition, sustained learning** and demonstrates **integrity**.

They are **highly motivated**, show **endurance**, and are **versatile** and **happy** in their approach to learning, making a **full contribution**.

What You May Be Thinking

1. How can I help keep my son or daughter's stress levels down? What about my own stress levels?
2. In what ways can I help them stay organised and motivated?
3. How can I help them with their home learning environment?

A Checklist

- Encourage and praise and empathise
- Try to provide a good study environment
- Limit but don't ban social activities including TV, social media and going out
- Encourage exercise and healthy eating
- Take an active role when appropriate (GCSEPod)
- Keep things in perspective
- Encourage sensible sleep patterns
- Communicate with school – via form tutors and Heads of House

- Thank you
- Are there any questions?

