



**FURZE
PLATT**
SENIOR SCHOOL



**SUPPORTING
LEARNING IN YEAR 9**
Parents' Information Evening

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*

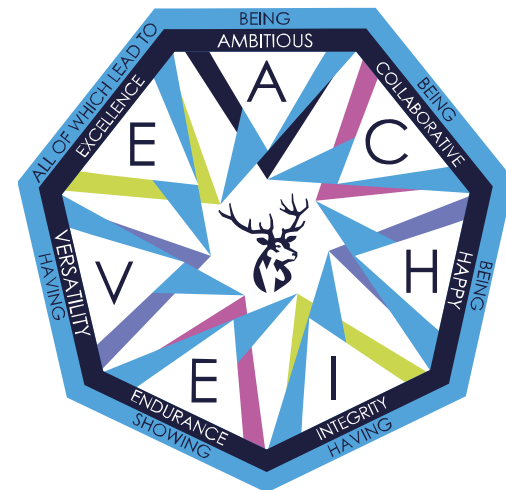
*being **H**appy*

*having **I**ntegrity*

*showing **E**ndurance*

*showing **V**ersatility*

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



New Key Stage Assessment Model

- As of last year - At Key Stage 3 (in Years 7, 8 & 9), the following two types of grading are used:
- **Age-Related GCSE Grades** – used to reflect what GCSE grade the child is currently on track to achieve (if they continue at the same rate of progress), and more importantly the level of progress being made.
- **Approach to Learning grades** – used to represent that approach that your son / daughter is showing towards their learning, with a particular focus on effort, behaviour, home learning, organisation and attendance.

Age-Related GCSE Grade

- Students are assessed according to their progress throughout Years 7, 8 & 9.
- Towards the end of Terms 2, 4 & 6, assessments will set in each subject that are marked against 'Age-Related GCSE Grades'.
- These grades refer to a student's position in the performance distribution for their age group and indicate the grade that they are likely to achieve in Year 11 if they continue at their current level of effort and progress.
- These grades do not tell you what a student would get if they took a GCSE at that moment in time.
- Assessments get harder from term to term and year to year, so that a grade 6 in Year 8 represents a higher standard than a grade 6 in Year 7.
- Staying at the same grade as a student moves through Year 7 into Year 8 is making progress.

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 | A |
| 7 | A |
| 6 | B |
| 5 | B |
| 4 | C |
| 3 | D |
| 2 | E |
| 1 | F |
| 1 | G |
| U | U |

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

What Students Must Aim For

1. As a bare minimum, getting a Grade 5 in 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.

What Students Must Aim For (continued)

2. 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 ½ 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 qualifications 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

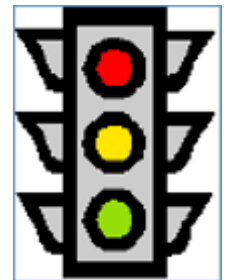


Help us help you – Be on time

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

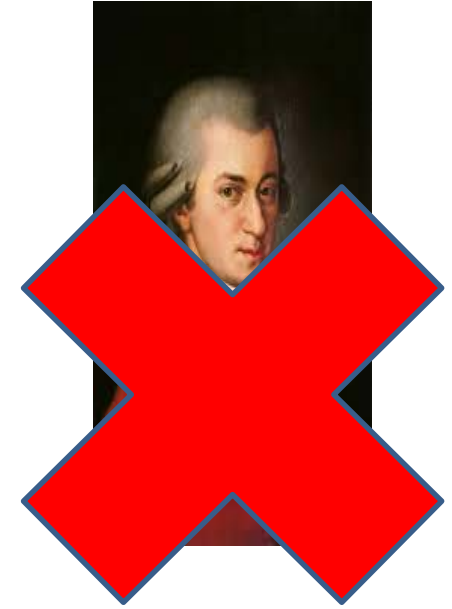
- Share triumphs
- Share concerns – especially with parents and teachers.

Start By Collecting All Your Information

- Do you know when your PPEs are?
 - June 2021 main block of PPEs
- Do you know where all your books for each subject 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 an active GCSEPod Account and access to all my subjects via my mobile/PC/tablet etc.?

Where To Do Your Home Learning

- 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



GCSEPod

- Nearly all subjects have a ‘Prepare for Key Stage 4’ section
- 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
- **Regular use will improve grades**
- Pre-learn or consolidate knowledge

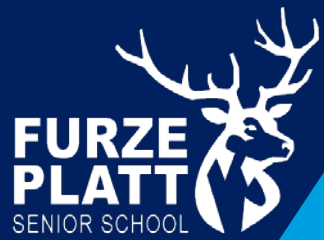


JUST LAUNCHED

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

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





How Parents Will Know How Their Children Are Doing

4 Progress Reports:

- Approach To Learning Only Report – this week.
- December 2020
- March 2021
- July 2021

Parents' Evening:

- 9F - Thursday 14th January 2021
- 9P – Thursday 21st January 2021

GCSE Options

- Year 9 GCSE Taster Fortnight – 11th – 22nd January 2021.
- Year 9 GCSE Options Evening – 4th February 2021.

Pre-Public Exams

- PPEs form an essential part of your son/daughter's preparation for their actual GCSEs in the summer of 2023.
 - Diagnostic
 - Rehearsal

Key Dates

- 7th – 18th June 2021 – Year 9 PPEs (in classrooms)
- January 2022 – Year 10 PPEs (in exam hall)
- November 2022 – Year 11 PPEs (in exam hall)

It's Not All Academic Work

- **PSHE lessons** – focusing on Health Education, sex and relationships education, careers education, Mental Wellbeing, and government
- **Extra-curricular activities** abound for students in Year 9 – before school, at break time, after school. Look out in particular for **Duke of Edinburgh Award Scheme**
- Multiple opportunities to get involved in **House Challenges** and other House events
- Opportunities to **represent students** through House Councils or to **represent the school** by acting as guides and ambassadors

What Can Parents Do?

Do what you do best – and even more of it if possible!

1. Discuss your son / daughter's work with them, and check their diary;
2. Check their home learning through Show My Homework
3. Accept they may find the work challenging – and support them with this;
4. Set clear rules and boundaries – home learning comes first, regulate gaming and social media;
5. Read and act on the school reports;
6. Ensure they take a balanced approach and spend free time wisely – on sport, on hobbies, with friends (with some gaming and social media too!);
7. **Remove all gadgets by 9pm**
8. Feed them – suitably;
9. Get in touch if you are concerned – **Tutor in the first instance**

ACCESS ARRANGEMENTS



Access Arrangements – What Are They?

- Exam Access Arrangements (EAAs) are the reasonable adjustments that can be made for an exam candidate.

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

The Access Arrangement Process at Furze Platt

- All students are screened using Exact, an online screening programme
- This will happen in early 2021
- 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

Failure to comply may constitute malpractice which could impact on the candidate's results.

Recap

Year 9 is exciting and challenging.

Students need to focus and start preparing for GCSEs.

Parents will continue to support.

The school will monitor and track students.

We all need to continue to communicate.

But there is more to life and school than just GCSEs!

- Thank you
- Are there any questions?

