

**FURZE  
PLATT**  
SENIOR SCHOOL



# SUPPORTING LEARNING

In Year 10

AMBITIOUS

COLLABORATIVE

HAPPY

INTEGRITY

ENDURANCE

VERSATILITY

EXCELLENCE

# Introductions



**Mr Jones (HoP)**



**Mrs Feather (RA Manager)**



**Mr J Dollery (AHT)**

# Mrs J Barney (Pastoral Manager)



# Tutor Team

Mrs Anne Dixon (Tu-Fr) /Mr David Randall (M)	ML4
Mr Chad Brandt	H3
Mr Angel Cruz / Dr Michael Graham	ML5
Ms Donna Sharp (M, Tu, Th) / Mr Ryan Tomlinson (W+F)	E6
Mr Daniel Brown	M1
Ms Leah Dowell	P2
Ms Vivette James	IT1
Mrs Sally Jacobs	TE1
Mrs Shanthini Ramanathan	M3

# The Tutors



10.1 - Mrs Dixon and Mr Randall

10.2 - Mr Bradt

10.3 - Mr Cruz and Dr Graham



10.4 - Mrs Sharp and Mr Tomlinson

10.5 - Mr Brown

10.6 - Ms Dowell

10.8 - Ms James

# The Tutors



10.8 - Mrs Jacobs



10.9 Mrs Ramanathan

# 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*



# Rewards

- As with last year, we keep an electronic record of students' achievements and any behaviour concerns on Class charts.
- Students are awarded positive behaviour points for meeting the school's ready to learn rules and showing excellence in lessons. Students will receive negative points for any behavioural issues.



# Rewards

- There will be rewards throughout the year including:
  - Thank you thirty
  - Pastries / breakfast
  - Celebration Assembly awards.



# 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

Majority of subject PPEs are from Friday **28<sup>th</sup> February** –  
**Friday 7<sup>th</sup> March 2025.**

## Year 11

Another year's teaching

Non-Exam Assessments in a few subjects

PPEs in November 2025

Examinations in May and June 2026

# GCSE Grading System

- 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

# Lesson structures – PSHE

## Personal, Health, Social, Economic

- PSHE will run slightly differently this academic year.
- Still in tutor groups – but an extended session.
- This will be a different morning each week.
- Students will all have PSHE at the same time on the schedule.

Week beginning	Date of PSHE
21st April	Thursday 24th April
28th April	Monday 28th April
5th May	Thursday 8th May
12th May	Friday 16th May
19th May	Wednesday 21st May
Week beginning	Date of PSHE
2nd June	Tuesday 3rd June
9th June	Tuesday 10th June
16th June	Monday 16th June
23rd June	Wednesday 25th June
30th June	Friday 4th July
7th July	Wednesday 9th July
14th July	Tuesday 15th July

# Some Key Dates

Key Events	Date(s)
Progress Report (Attitude to Learning)	Tuesday 8th October
<b><u>Meet the Tutor evening</u></b>	<b><u>Wednesday 16th October</u></b>
'Study Sensei' Workshops	Wednesday 27th November
Progress Reports	Thursday 28th November
Progress reports	Tuesday 25th March
Parents' Evening	Thursday 27th March
Public Exams	May-June 2025
Progress reports	Friday 4th July

# 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.

# Sixth Form Entry

- ***Average Point Score***  
The average score across all exams sat
- For example, Student A's results are
  - Maths - Grade 5
  - English Language – Grade 5
  - English Literature – Grade 6
  - Science (double) - Grades 4 and 5
  - Geography - Grade 6
  - Spanish – Grade 6
  - Health & Fitness – Level 2 Merit
  - Music – Grade 3
- Total of grades across all subjects = 46
- 9 subjects taken so  $46 \div 9 = 5.1$
- Student A has an Average Point Score of 5.1



# Sixth Form Pathways - 2024 example

## Extended + Pathway

- 4 A-Level qualifications
- Extended Project Qualification
- One AS-Level, to be completed in Year 12

### Entry Requirement:

An average point score of 7.25 or above in their GCSE subjects, along with at least a grade 5 in both English and Maths.

### Available Qualifications:

Any from the Applied Pathway, Academic Pathway and Extended Pathway Qualifications list below.

## Extended Pathway

- 3 A-Level qualifications
- Extended Project Qualification or one AS-Level, to be completed in Year 12

### Entry Requirement:

An average point score of between 6.2 and 7.24 in their GCSE subjects, along with at least a grade 5 in both English and Maths.

### Available Qualifications:

Any from the Applied Pathway, Academic Pathway and Extended Pathway Qualifications list below.

## Academic Pathway

- 3 linear A-Level qualifications
- No AS-Levels
- 2-year course commitment

### Entry Requirement:

An average point score of between 4.7 and 6.19 in their GCSE subjects, along with at least a grade 5 in both English and Maths.

### Available Qualifications:

Any from Applied Pathway and Academic Pathway Qualifications list below.

# Sixth Form Pathways - 2024 example

## Applied + Pathway

- Minimum one BTEC and two further Level 3 courses, with a maximum of one subject selected from the Academic Pathway
- Maths / English GCSE retake as necessary
- 2-year course commitment

### Entry Requirement:

An average point score of between 4.3 and 4.69 in their GCSE subjects, along with at least a grade 4 in both English and Maths.

### Available Qualifications:

BTEC and Applied Qualifications from Applied Pathway Qualifications list below. A maximum of one qualification for the Academic Pathway if desired.

## Applied Pathway

- Minimum one BTEC and maximum two Applied Level 3 courses
- Maths / English GCSE retake as necessary
- 2-year course commitment

### Entry Requirement:

An average point score of between 3.5 and 4.29 will be required, along with a grade 4 in both English and Maths.

### Available Qualifications:

BTEC and Applied Qualifications from Applied Pathway Qualifications list below.

## Academic Pathway Qualifications

These qualifications are all A-Levels and are also available to the Extended and Extended+ Pathways.

### **Biology A-Level (AQA):**

At least a grade 5 in GCSE Maths and at least a grade 5 in GCSE Biology (if doing separate sciences) or at least a grade 5/5 in Combined Science.

### **Business A-Level (AQA):**

At least a grade 5 in Business Studies GCSE, a 5 in GCSE Maths and a 5 in GCSE English. Cannot choose Business and Economics A-Levels together.

### **Chemistry A-Level (OCR):**

At least a grade 5 in GCSE Maths and at least a grade 5 in GCSE Chemistry, (if doing separate sciences) or at least a grade 5/5 in Combined Science.

### **Computer Science A-Level (AQA):**

At least a grade 5 in GCSE Computer Science/Computing or a grade 5 in GCSE Maths.

### **Drama A-Level (AQA):**

At least a grade 5 in GCSE Drama and 5 in GCSE English Language.

### **Economics A-Level (Edexcel):**

At least a grade 5 in GCSE Maths and a 5 in GCSE English. Cannot choose Business and Economics A-Levels together.

### **English Literature A-Level (OCR):**

At least a grade 5 in GCSE English Language and grade 5 in English Literature.

### **French A-Level (AQA):**

At least a grade 5 in GCSE French.

### **Further Maths A-Level (Edexcel):**

At least a grade 7 in GCSE Maths.

### **Geography A-Level (Edexcel):**

At least a grade 5 in GCSE Geography and a 5 in either English Language or Literature

### **German A-Level (AQA):**

At least a grade 5 in GCSE German.

### **History A-Level (Edexcel):**

At least a grade 5 in GCSE History and a grade 5 in English Literature.

### **Maths A-Level (Edexcel):**

At least a grade 6 in GCSE Maths.

### **Music A-Level (AQA):**

At least a grade 5 in GCSE Music and working at equivalent to a Grade 5 level at the beginning of the course. Grade 5 theory is strongly recommended.

### **Physics A-Level (AQA):**

At least a grade 5 in GCSE Physics (if doing separate sciences) or at least a grade 5/5 in Combined Science and at least a grade 6 in GCSE Mathematics. A combination with Maths A-Level is

strongly recommended.

### **Physical Education A-Level (AQA):**

At least a grade 5 in GCSE P.E. or if not taken a grade 5 in GCSE Biology, or a grade 5/5 in Combined Science.

### **Politics A-Level (AQA):**

At least a grade 5 in GCSE English Literature. A grade 5 in GCSE History or Geography is strongly recommended.

### **Psychology A-Level (AQA):**

At least a grade 5 in English Language. A grade 5 in Biology or 5/5 in Combined Science is strongly recommended. Cannot choose Criminology and Psychology together.

### **Religious Studies A-Level (OCR):**

At least a grade 5 in GCSE Philosophy & Religion (PR) or if not taken a grade 5 in GCSE English Language or Literature if PR not taken.

### **Spanish A-Level (AQA):**

At least a grade 5 in GCSE Spanish.

## Applied & Applied + Pathway Qualifications

These qualifications are also available to the Academic Pathway, Extended and Extended+ Pathways. Single qualification equivalent to one A-Level and Double qualification equivalent to two A-Levels.

### **Art, Craft and Design A-Level (Edexcel):**

At least a grade 5 in GCSE Art & Design or equivalent. Students will be expected to have a tool kit with basic art media, details for this will be provided on induction day.

### **Applied Human Biology (Single) BTEC Level 3 National Extended Certificate (Pearson):**

At least a grade 4 in GCSE Maths and at least a grade 4 in GCSE Biology (if doing separate sciences) or at least a grade 4/4 in Combined Science.

### **Business BTEC (Single) Level 3 National Extended Certificate (Pearson):**

At least a grade 4 in GCSE English and Maths.

### **Criminology Level 3 Diploma (WJEC):**

At least a grade 4 in GCSE English Language and a grade 4 in GCSE Biology, or grade 4/4 in Combined Science, or distinction in BTEC Science. Cannot choose Criminology and Psychology together.

### **Digital Media (Single) Cambridge Technical Level 3 Extended Certificate (OCR):**

At least a grade 4 in GCSE English Language.

### **Fashion and Textiles A Level (AQA):**

At least a grade 5 in Technology, Art or Photography GCSE.

### **Photography A-Level (Edexcel):**

At least a grade 4 in GCSE Art & Design or a grade 4 in a Technology subject or Media studies. All students must have a digital camera prior to beginning the course, details for this will be provided on induction day. A good working knowledge of Photoshop is required if you haven't studied Art at GCSE.

### **Product Design A-Level (AQA):**

At least a grade 5 in Technology, Art or Photography GCSE.

### **Sport (Single) BTEC Level 3 National Extended Certificate (Pearson):**

At least a grade 4 in GCSE P.E. or if not taken a grade 4 in GCSE Biology, or a grade 4/4 in Combined Science, or distinction in BTEC Science.

# WHAT DO STUDENTS NEED TO KNOW?



# 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 two 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.

# 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”



# Punctuality

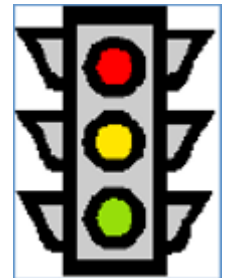


Help us help you – Be on time

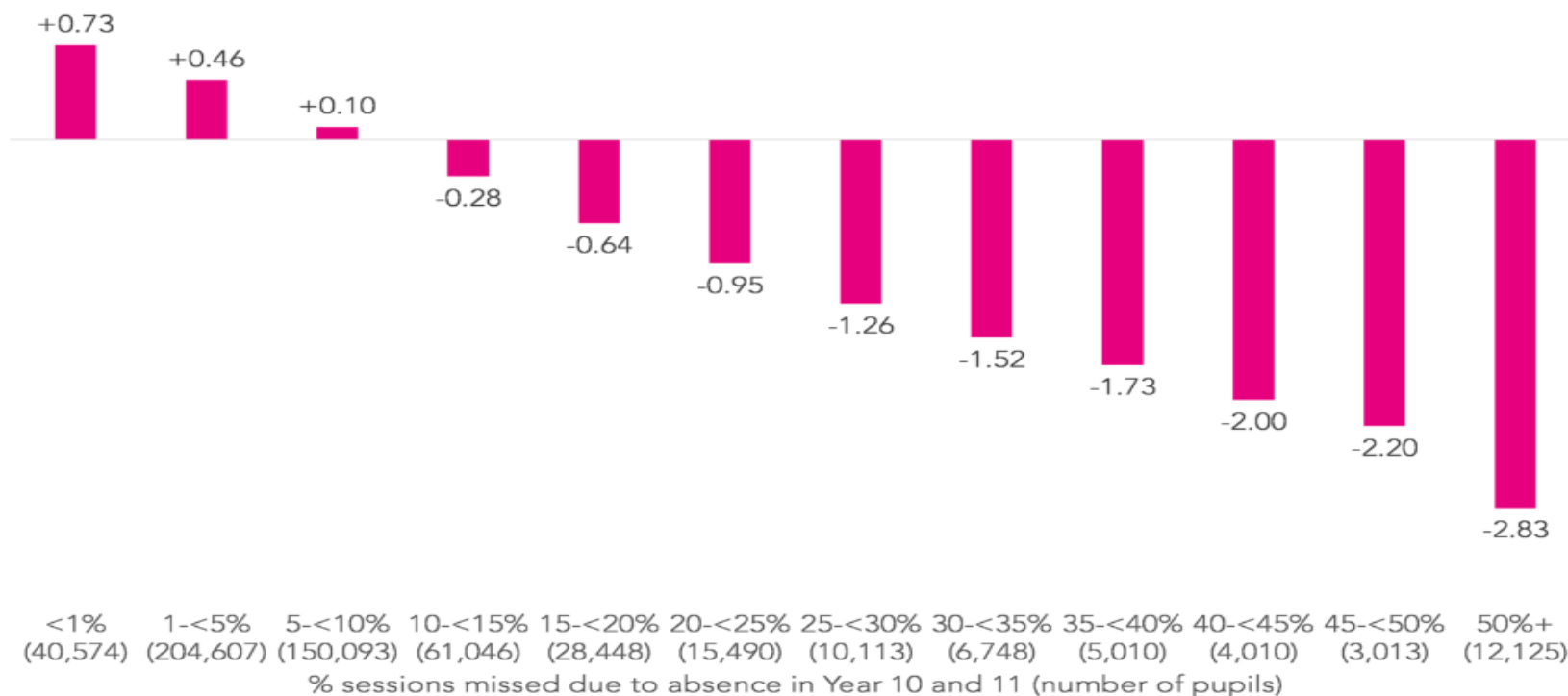
## Lateness = Lost Learning

\*(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!



Average Progress 8 score by % absence in Year 10 and 11  
Pupils in 2022 Key Stage 4 performance tables



20-25% of lessons missed means pupils scored  
1 whole grade lower on average

# Attendance

**1 school year at 90% attendance = 4 whole weeks of lessons MISSED!!!**

**38 school weeks**



**Absent for 4 weeks e.g. not going to school for the whole of February**

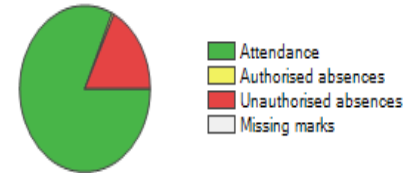
# Low Attendance

Cause for Concern - Attendance



## Year 11 Attendance

Possible sessions	346
Attendance	
Percentage	81.79%
Number of sessions	283
Of which lates	59
Authorised absences	2
Unauthorised absences	61



## Year 11 GCSE Results

Subject	Official Target	Actual GCSE Grade
English	4	2
Maths	6	4
Science	5/4	4/3
P.E.	5	3
Food and Nutrition	5	3
Construction	Pass	Pass
D of E	Pass (bronze)	Pass

# Approach to Learning



**Student**

**4**

SLT Breaktime detention

10 Minute Personal Detention

Homework not completed

Late to lesson

Missing books, equipment or PE kit

SLT Afterschool 1 hour detention

Refusal to work

Eating in a lesson or chewing gum

Inappropriate language

HOD 1 hour detention

Repeatedly not following instructions

## Year 11 GCSE

### Report

Requires Improvement - Effort & Concentration
Requires Improvement - Effort & Concentration
Cause for Concern - Behaviour
Cause for Concern - Effort & Concentration
Cause for Concern - Effort & Concentration
Cause for Concern - Home Learning
Requires Improvement - Effort & Concentration
Cause for Concern - Effort & Concentration

Subject	Official Target	Actual GCSE Grade
English	4	1/2
Maths	4+	3
Science	4/4	3/3
Drama	5	3
History	4	1
German	4	2
Digital Media	C	U

# How students describe missing school

- Stressed
- Embarrassed
- Left out
- Feeling down because I can't do as well as everyone else
- I don't understand the work
- I don't know what to do
- Confused

# 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!**

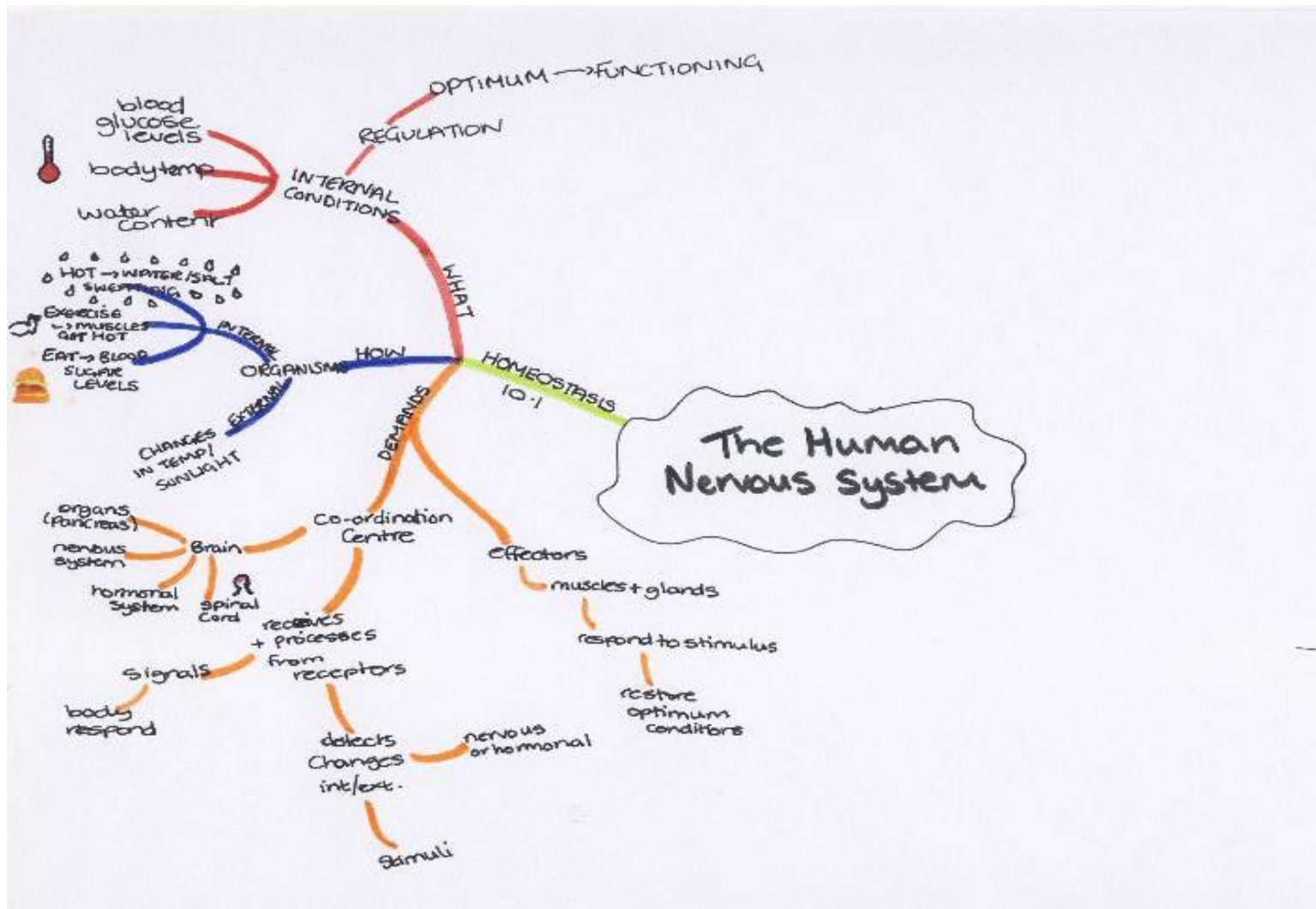
4. Learn that information – read, cover, write, check
5. Practise past paper questions
6. Repeat steps 2-5 until you are fully confident. **Prioritise the things you got wrong or find hardest**

# Start By Collecting All Your Information

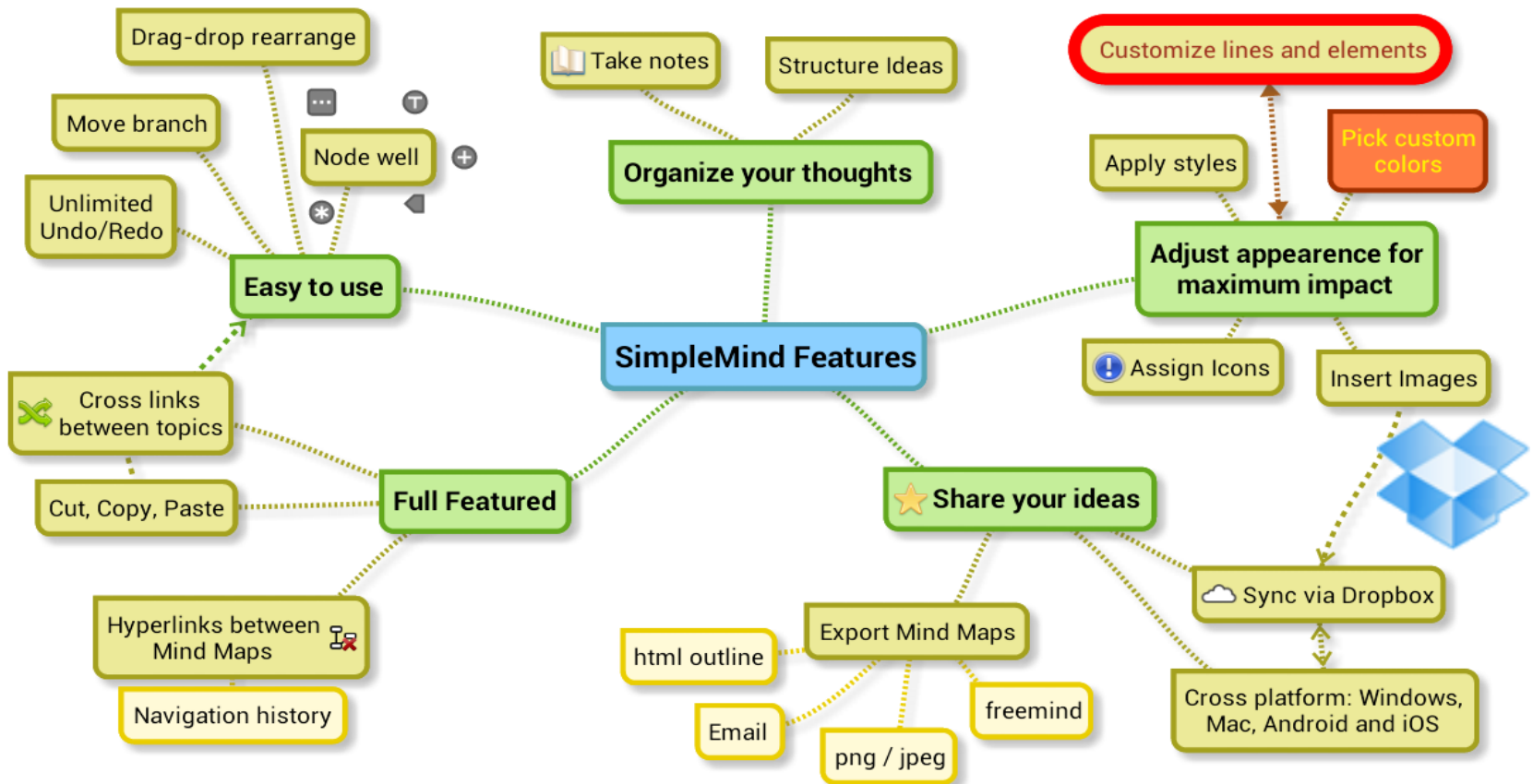
- Do you know when your PPEs are?
- Do you know where all your books for each subject are?
- Do you know where your assessment folders are?
- Do you need to sort out and organise them?
- Is there work that is missing? Copy it up or photocopy it.
- Important to do this as you go through the year.
- Do you have active GCSEPod Account and access to all my subjects via my mobile/PC/tablet etc.?
- Do you have a PLC (Personal Learning Checklist) or RAG (Red/Amber/Green) sheet to evaluate your knowledge, understanding & skills?



# 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

# Where to study



- Don't believe me?
- Either out-loud or in your head, start to say the alphabet backwards
- Zyx.....
- Not that easy after all

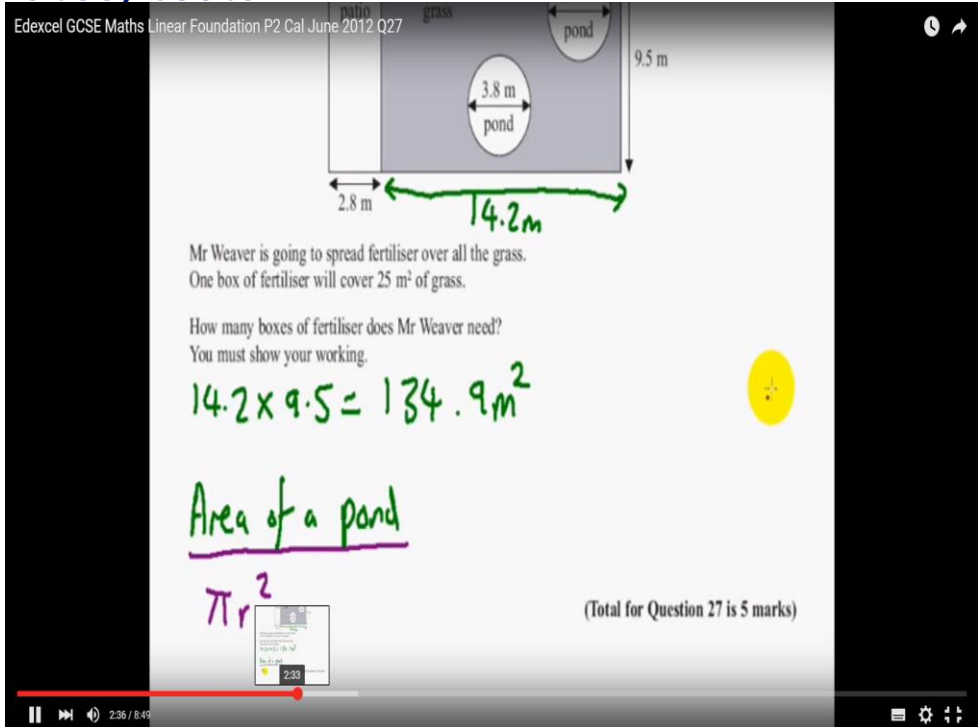


# Past Papers

- 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”
- Sparx Maths
- 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

grass pond

3.8 m pond

2.8 m 14.2 m 9.5 m

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

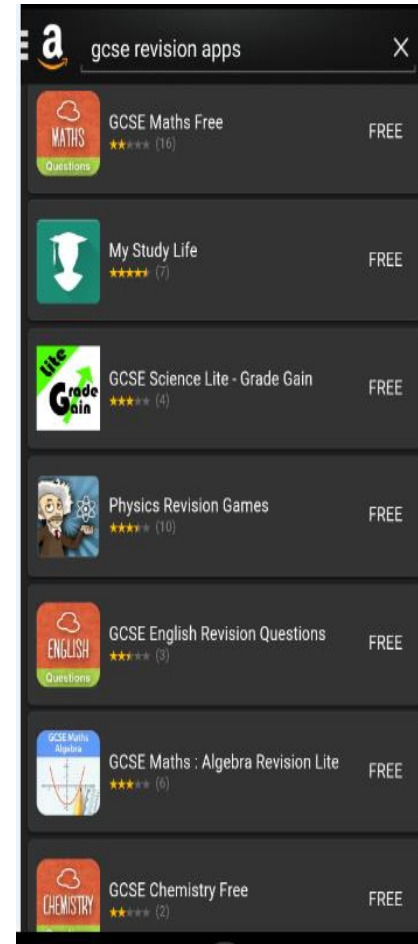
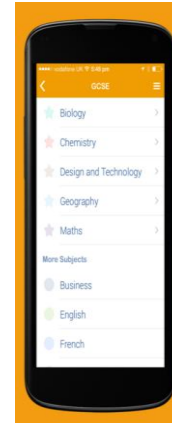
$\pi r^2$

(Total for Question 27 is 5 marks)

2:33

# For Once, You *Can* Use Your Phone

- GCSEPod
- Sparx Maths
- Quizlet
- Seneca Learning
- Gojimo
- Thumbsup Revision
- Khan academy - videos
- Podcasts – particularly useful for poems
  - [www.audiopi.co.uk](http://www.audiopi.co.uk)
- Past papers





# GCSEPod

- 1000s of “pods” either on computer/laptop or on mobile
- Nearly every GCSE subject covered
- Each video less than 5 mins
- Questions to check understanding
- Will be used regularly in classwork - assignments
- Boost playlists - focus around weaknesses
- Teachers can use to identify gaps
- All Year 10 students had the chance to log on
- **Use will improve grades**
- Re-learn or consolidate knowledge

The top GCSEPod user last year was the school's top performer (exceeding all of expected grades).



**JUST LAUNCHED**

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

Helping your grades soar!  
Log on now @ [www.GCSEPod.com](http://www.GCSEPod.com)



- Achieve Maths

– Cementing the foundations – aiming for your best

Module 1: Fractions	Module 2: Ratio and Proportion	Module 3: Percentages	Module 4: Decimals
Module 5: Charts and Graphs	Module 6: Expressions and sequences	Module 7: Forming and solving equations	Module 8: Perimeter, Area and Volume
Module 9: Probability and Statistics	Module 10: Lengths and Angles	Module 11: Number	Module 12: Geometry

- Cementing Foundations - Language

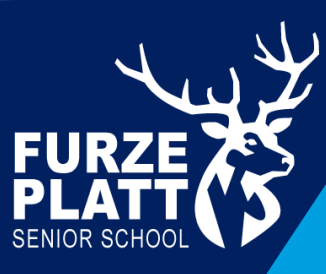
Module 1: Reading for Understanding: Fiction	Module 2: Creative Writing	Module 3: Comprehension and Using Textual Detail	Module 4: Writer's Use of Language and Structure: Fiction
Module 5: Evaluating the Text	Module 6: Reading for Understanding: Nonfiction	Module 7: Transactional Writing	Module 8: Synthesis and Summary
Module 9: Writer's Use of Language and Structure: Nonfiction	Module 10: Comparing Texts	Module 11: Writing to Present a Viewpoint and Crafting Your Writing	Module 12: Language, Punctuation and Sentences

# Top Performer for GCSE results

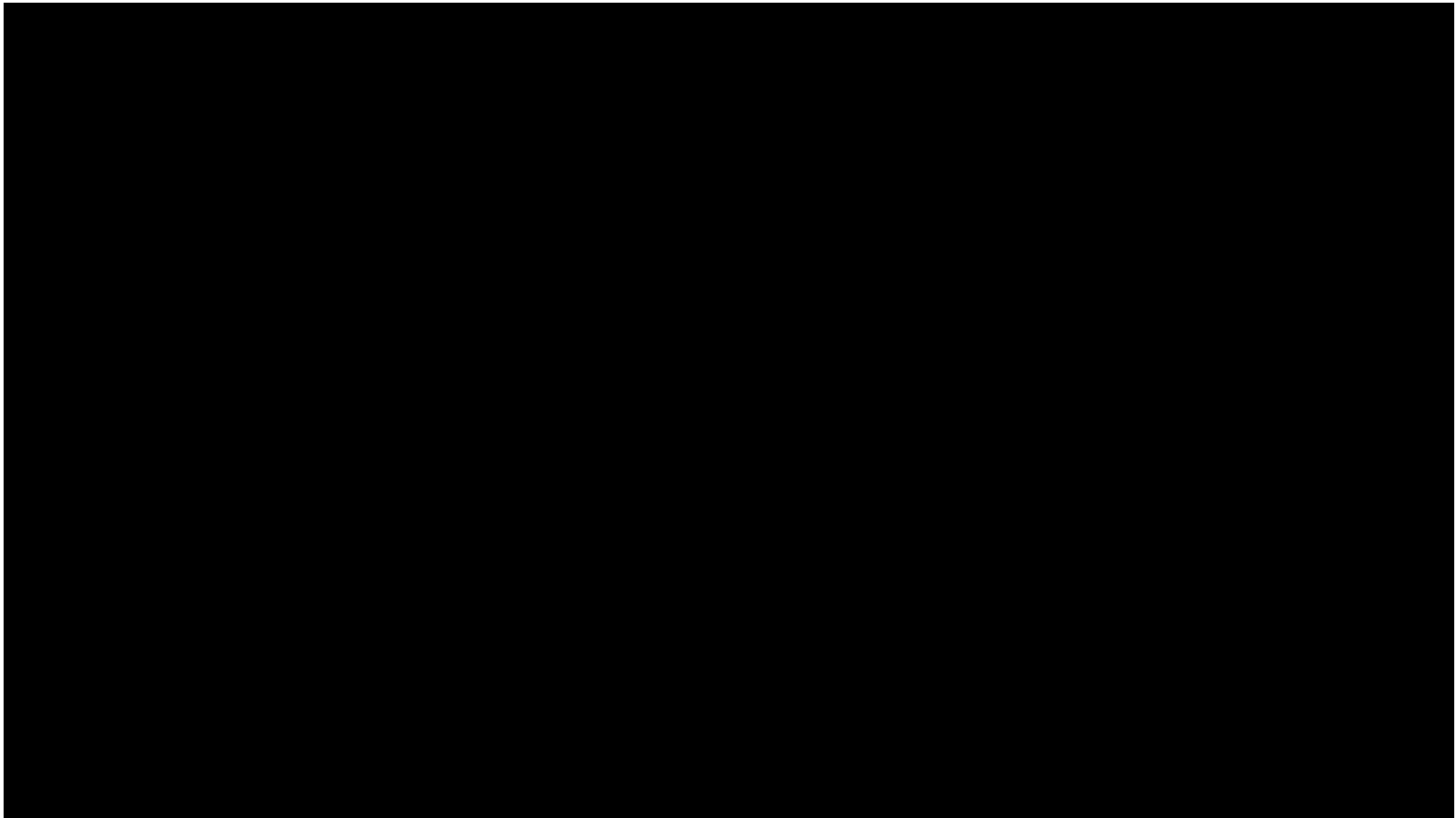
"I used the platform multiple times a week for both refreshing and consolidating my knowledge of content along with also using it as a basis for flashcards and targeting areas to revise more - the questions 'check and challenge' function really helped with that. It was also really useful for giving an overview of books & poems in English which was great for pre-exam revision.""

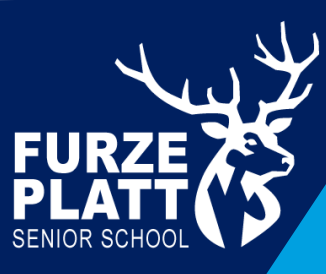
# Turn on The Subtitles

- the brain places verbal and non-verbal information into two separate regions.
  - highlighted in a [study by the University of Southampton](#), and supported by the British Council, Paivio's dual-coding theory (1971)
- Using both audio and visual clues will code a word into both regions of the brain
- facilitate an increase in learners' understanding and retention of information.
- Post pandemic – more important than ever



# Still not sure?





# Explore FP Cloud


The screenshot shows a web browser window displaying a SharePoint site. The browser's address bar shows the URL: furzeplatt.sharepoint.com/sites/FP\_Subjects\_RA/Year%2011/Forms/AllItems.aspx. The SharePoint interface includes a search bar, a navigation menu on the left, and a main content area. The main content area is titled 'Year 11' and contains a table of folders. The table has columns for Name, Modified, Modified By, Topic, Key Stage, and Year. The folders listed are: Child Development, English (Lit & Lang), Food & Nutrition, Geography, Health & Fitness, History, ICT & Computing, Maths, MFL, Physical Education (PE), REVISION SKILLS, and Science.

Name	Modified	Modified By	Topic	Key Stage	Year
Child Development	July 12	Sophie Gorton			
English (Lit & Lang)	July 12	Sophie Gorton			
Food & Nutrition	September 27	Sophie Gorton			
Geography	July 12	Sophie Gorton			
Health & Fitness	July 12	Sophie Gorton			
History	July 12	Sophie Gorton			
ICT & Computing	July 12	Sophie Gorton			
Maths	July 12	Sophie Gorton			
MFL	July 12	Sophie Gorton			
Physical Education (PE)	July 12	Sophie Gorton			
REVISION SKILLS	Yesterday at 8:48 AM	Sophie Gorton			
Science	July 12	Sophie Gorton			

# Click on: Core Information for Students

SharePoint Search this site

**FURZE PLATT SENIOR SCHOOL**

Information	Collaboration	My Subjects	Classes 2021-2022	My Links
<ul style="list-style-type: none"><li>FP Cloud homepage</li><li>OneDrive</li><li>FP Online</li><li>Furzeplatt.com</li><li>Staff Core Information</li><li>Staff Useful Information</li><li>Staff Training</li><li>Core information for students </li><li>CDB Training Portal</li></ul>	<ul style="list-style-type: none"><li>Staff chat and noticeboard</li></ul>	<ul style="list-style-type: none"><li>All Subjects</li><li>English</li><li>Raising Achievement</li></ul>	<ul style="list-style-type: none"><li>Class Dashboard</li><li>English 10f-En2 2021 FP</li><li>English 11f-En2 2021 FP</li></ul>	<ul style="list-style-type: none"><li><a href="#">Edit My Links</a></li><li>Evolve</li><li>GCSEPod</li></ul>

10 November 2021

# Welcome to FP Cloud





Ci

## Core information for students

☆ Not following

- Home
- Documents
- Pages
- Site contents

### Quick Links

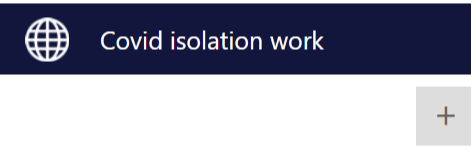


Raising Achievement

School Musical - Matilda



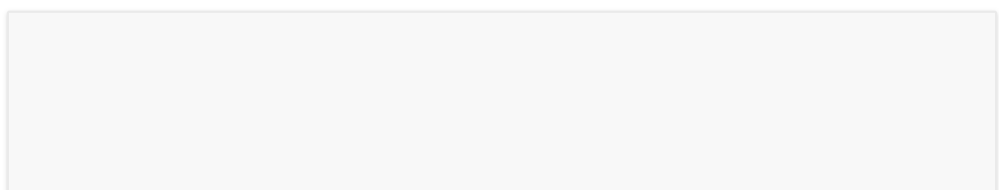
### Web Links



Covid isolation work

+

### News



# Revision Skills folder

Core information for students - F x +

furzeplatt.sharepoint.com/sites/fp-coreinformationforstudents/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=gLKwXL&cid=b7e9362f-b9e0-48ec-b126-76621c42f339&F...

FPSS Cloud My Onedrive Google Docs GC Go4Schools Microsoft Teams GCSEPod FPOne 3CX Webclient Mindmaps EVOLVE EduKit DrFrostMaths.com Reading list

SharePoint Search this library

FURZE PLATT SENIOR SCHOOL

14 December 2021

Core information for students ☆ Not following

Home Documents Pages Site contents

+ New Upload Share Copy link Sync Download Add shortcut to OneDrive Export to Excel Power Apps Uploading 1 item All Documents

Documents > Raising Achievement > Year 11 > REVISION SKILLS

Name	Modified	Modified By	Staff Category
How To Revise	A few seconds ago	Sophie Gorton	
Personal Learning Checklists (PLCs)	November 16	Sophie Gorton	
Preparing to Succeed Resources	November 11	Sophie Gorton	
Revision Conference	November 11	Sophie Gorton	
Revision Timetables	October 21	Sophie Gorton	
Revision Websites	October 21	Sophie Gorton	
Stages of Learning - Poster.docx	October 19	Sophie Gorton	

# Need more support?

Debbie Feather – Raising Achievement Manager  
[debbie.feather@furzeplatt.net](mailto:debbie.feather@furzeplatt.net)

Students - come visit us in  
Raising Achievement (RA)

English Block, Top Floor



# 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

# 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
- 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.



# Access Arrangements

## – Where are we in the process?

- Yr10s have already been screened for Access Arrangement.
- Learning Support are gathering supporting Teacher evidence.
- Once all teacher evidence has been gathered applications will be made to our external assessor.

# INFORMATION FOR PARENTS



# Class Charts Home Learning

- As with last year - Attendance, behaviour & home learning are all in one place – The Class Charts App.
- App is available for free from Apple App Store or Google Play Store.
- To login to the Class Charts App, please use access code you and your child have been sent.

# Home Learning

<b>Art &amp; Design</b>	1 piece per week, averaging 90 minutes.
<b>Biology</b>	Separate – 1 piece per fortnight of 60 minutes.
	Combined – 1 piece per fortnight of 30-60 minutes.
<b>Business Retail</b>	Fortnightly.
<b>Business Studies</b>	Fortnightly.
<b>Chemistry</b>	Separate – 1 piece per fortnight of 60 minutes.
	Combined – 1 piece per fortnight of 30-60 minutes.
<b>Child Development</b>	1 piece per week, 60 minutes.
<b>Computing</b>	
<b>Drama</b>	1 piece per week, 60 minutes.
<b>Engineering</b>	1 piece per week, averaging 90 minutes.
<b>English</b>	2 pieces per week of 30-60 minutes.
<b>Food &amp; Nutrition</b>	1 piece per week, averaging 90 minutes.
<b>Food Technology</b>	1 piece per week, averaging 90 minutes.
<b>French</b>	1 piece per week of 45-60 minutes.
<b>Geography</b>	1 piece per week of 30 minutes plus.
<b>German</b>	1 piece per week of 45-60 minutes.
<b>History</b>	Approximately 1 piece per week of 30-60 minutes.

# Home Learning 2

<b>Maths</b>	1 piece per week of 60 minutes, always set on Mondays.
<b>Music</b>	1 piece per week, 60 minutes.
<b>Photography</b>	1 piece per week, averaging 90 minutes.
<b>Philosophy &amp; Religion</b>	2-3 pieces per fortnight of approximately 30 minutes
<b>Physical Education</b>	Variable depending on practical or theory focus.
<b>Physics</b>	Separate – 1 piece per fortnight of 60 minutes.
	Combined – 1 piece per fortnight of 30-60 minutes.
<b>Spanish</b>	1 piece per week of 45-60 minutes.
<b>Textiles</b>	1 piece per week, averaging 90 minutes.
<b>Travel &amp; Tourism</b>	1 piece per week of 30 minutes plus.

# How Will I Know How My Child Is Doing?

## 4 Progress Reports:

- 1 Approach To Learning Only Report – October.
- 28<sup>th</sup> November 2024
- 25<sup>th</sup> March 2025
- 4<sup>th</sup> July 2025

## Parents' Evening:

Thursday 27<sup>th</sup> March 2025 16:15-19:15

# Reports

**Academic Grades** - used to reflect where your child currently is (“*Working at Grade*”), where we think they can get to (“*End of Year Challenge Target*”) and what grade we think your child will achieve in their actual GCSE if they continue to work at the current rate of progress (“*Projected Grade*”). Due to differing national requirements at each Key Stage, these grades vary from year group to year group.

**Approach to Learning Grades** – used to represent that approach that your child is showing towards their learning, with a particular focus on “*Classwork & Engagement*”, “*Home and Independent Learning*” and “*Conduct and Attitude*”.

# Things To Look Out For On Your Child's Report

- **End of Year Challenge Target** – This is the minimum grade that we think your child should be able to achieve by the end of each year. Depending on the progress being made by your child, we may move this grade up or down during the course in order to provide the most appropriate level of challenge.
- **Working At** – This is the grade that best reflects the current work of your child. If they sat the exam now this is what we think they would get.
- **Projected Grade** - This is the grade that we think your child should be able to achieve in their actual GCSE if they work to the best of their ability. Depending on the progress being made by your child, we may move this grade up or down during the course in order to provide the most appropriate level of challenge.
- **PPE** – This is the grade your child has achieved in their 'Pre-Public Examinations' (Mock Exams), based upon the exam board grade boundaries.



# 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.

# Approach to Learning

**Approach to Learning Grades** – used to represent that approach that your child is showing towards their learning, with a particular focus on ***“Classwork & Engagement”***, ***“Home and Independent Learning”*** and ***“Conduct and Attitude”***.

- **1 grade:** represents that the teacher could ask no more of your child in this category. This is an accomplishment of worthy praise.
- **3 grade:** represents the expectations of students at FPSS being met most of the time.
- **5 grade:** represents a significant cause of concern and suggests the student is not achieving their potential.

# Classwork & Engagement

## Approach to Learning – Classwork & Engagement

1 – Always meets expectations

2 – Almost always meets expectations

3 – Meets most expectations

4 – Sometimes fails to meet expectations

5 – Often fails to meet expectations

Furze Platt students are expected to display:

- Excellent attitude and **ambition**, by always trying their best.
- Work **collaboratively** and effectively with others.
- **Happy** and **versatile** approach to learning.
- Sustained learning through **endurance**.
- Unwavering **integrity**.
- High levels of motivation.

# Home & Independent Learning

## Approach to Learning – Home & Independent Learning

1 – Always meets expectations

2 – Almost always meets expectations

3 – Meets most expectations

4 – Sometimes fails to meet expectations

5 – Often fails to meet expectations

Furze Platt students are expected to:

- Submit home learning on time.
- Complete homework to the best of their ability.
- Be organised with coursework and projects.
- Read around and research their subjects.
- Demonstrate evidence of independent learning (such as extra notes or through insight shown in lessons).

# Conduct & Attitude

## Approach to Learning – Conduct and Attitude

1 – Always meets expectations

2 – Almost always meets expectations

3 – Meets most expectations

4 – Sometimes fails to meet expectations

5 – Often fails to meet expectations

Furze Platt students are expected to:

- Be punctual to lessons.
- Follow the uniform policy and have a smart appearance.
- Arrive at lessons with all the required equipment.
- Ensure they are ready to learn.
- Be respectful towards all staff, students and guests.
- Be safe in their actions and choices.

# How can you support your child

- Discuss aspirations/set ambitious goals
- Explore the world with them
- Ask open-ended questions
- Encourage regular reading and writing of different types of texts
- Encourage endurance
- Watch, read and discuss the news together to promote critical thinking
- Ask to see their homework, see if they have completed their 'Next Steps'
- Encourage routine and a healthy lifestyle.

# 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, Pastoral Managers and Head of Progress.



# Elevate Education Parent Support Webinars.

- ✓ How to Get (And Keep) Your Child Motivated  
September 17, 6:00-7:00pm
- ✓ How You Can Help Your Child Manage Their Time  
October 1, 6:00-7:00pm
- ✓ How You Can Help Your Child Set Up for Success in Exams  
October 15, 6:00-7:00pm
- ✓ How You Can Help Improve Your Child's Memory  
November 19, 6:00-7:00pm
- ✓ How You Can Build Resilience in Your Child  
December 3, 6:00-7:00pm
- ✓ How to Help Your Child Alleviate Stress  
December 17, 6:00-7:00pm

FPSS  
student  
portal  
password:  
**rondo**

<https://go.elevateeducation.com/ukschoolwebinar>

- Thank you
- Are there any questions?
- Wishing you all a pleasant evening.