

**FURZE
PLATT**
SENIOR SCHOOL



SUPPORTING LEARNING

In Year 10

AMBITIOUS

COLLABORATIVE

HAPPY

INTEGRITY

ENDURANCE

VERSATILITY

EXCELLENCE

Introductions



Mr C Gill (HoP)



Mrs D Feather (RA Manager)



Mr J Dollery (AHT)

Tutor Team

Year 10

Mr Chris Gill (Head of Progress)

Mrs Sasha Gumbs (Pastoral Manager)

10.1	10CHP	Ms Chantelle Putter	BS3
10.2	10RAM	Ms Rebecca Malanchuk	S13
10.3	10MAM	Mrs Marijana Milicevic	DS2
10.4	10NOY	Ms Nosheen Yousef	BS2
10.5	10OSB	Mr Omar Barman	M7
10.6	10RJW	Mr Richard Wright	S10
10.7	10SH	Ms Selina Hirst	P5
10.8	10TAS	Ms Tamesha Skyers	E1
10.9	10TJC	Mr Tom Constable	H7

The Tutors

Putting faces to the names



Ms Chantelle Putter



Mrs Marijana Milicevic



Ms Rebecca Malanchuk



Ms Nosheen Yousef



Mr Omar Barman



Mr Richard Wright



Ms Selina Hirst



Ms Tamesha Skyers



Mr Tom Constable

Term Dates

AUTUMN 2026

Term 1 (39 days)

INSET DAY:

Tuesday 1st September 2026

INSET DAY:

Wednesday 2nd September 2026

Term starts on:

Thursday 3rd September 2026 (Years 7 and 12)

Friday 4th September 2026 (Whole School)

INSET DAY:

Friday 2nd or 9th October 2026 (Performance Management) - tbc

Term ends on:

Friday 23rd October 2026

October Holiday:

Monday 26th to Friday 30th October 2026

Term 2 (35 days)

Term starts on:

Monday 2nd November 2026

Term ends on:

Friday 18th December 2026

Christmas Holiday:

Monday 21st December 2026 to Friday 1st January 2027

Term Dates

SPRING 2027

Term 3 (30 days)

Term starts on:

Monday 4th January 2027

Term ends on:

Friday 12th February 2027

February Holiday:

Monday 15th to Friday 19th February 2027

Term 4 (24 days)

Term starts on:

Monday 22nd February 2027

Term ends on:

Thursday 25th March 2027

Spring Holiday:

Friday 26th March to Friday 9th April 2027

(Good Friday – 26th March and Easter Monday – 29th March 2027)

Term Dates

SUMMER 2027

Term 5 (34 days)

Term starts on:

Monday 12th April 2027

May Day Bank Holiday:

Monday 3rd May 2027

Term ends on:

Friday 28th May 2027

May Holiday:

Monday 31st May to Friday 4th June 2027

Term 6 (33 days)

Term starts on:

Monday 7th June 2027

Term ends on:

Wednesday 21st July 2027

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 Separate Science GCSEs
- Four other GCSEs

Year 10

A year's teaching

Non-Exam Assessments in a few subjects

Majority of subject PPEs are from **Wednesday 25th February – Wednesday 4th March 2026.**

Year 11

Another year's teaching

Non-Exam Assessments in a few subjects

PPEs in November 2026

Examinations in May and June 2027

Term Dates 25-26

AUTUMN 2025

Term 1 (40 days)

INSET DAY:	Monday 1 st September 2025
INSET DAY:	Tuesday 2 nd September 2025
Term starts on:	Wednesday 3 rd September 2025 (Years 7 and 12)
	Thursday 4 th September 2025 (Whole School)
INSET DAY:	Friday 3 rd October 2025 (tbc)
Term ends on:	Friday 24 th October 2025
October Holiday:	Monday 27 th to Friday 31 st October 2025

Term 2 (35 days)

Term starts on:	Monday 3 rd November 2025
Term ends on:	Friday 19 th December 2025
Christmas Holiday:	Monday 22 nd December 2025 to Friday 2 nd January 2026

SPRING 2026

Term 3 (30 days)

Term starts on:	Monday 5 th January 2026
Term ends on:	Friday 13 th February 2026
February Holiday:	Monday 16 th to Friday 20 th February 2026

Term 4 (25 days)

Term starts on:	Monday 23 rd February 2026
Term ends on:	Friday 27 th March 2026
Spring Holiday:	Monday 30 th March to Friday 10 th April 2026 (Good Friday – 3 rd April and Easter Monday – 6 th April 2026)

SUMMER 2026

Term 5 (29 days)

Term starts on:	Monday 13 th April 2026
May Day Bank Holiday:	Monday 4 th May 2026
Term ends on:	Friday 22 nd May 2026
May Holiday:	Monday 25 th to Friday 29 th May 2026

Term 6 (36 days)

Term starts on:	Monday 1 st June 2026
Term ends on:	Friday 17 th July 2026
INSET DAY:	Monday 20 th July 2026 (Preparation for 2026-27)

There are 195 days of this academic Year, and a further 195 the following.

Year 11 students will have a few less than this as they enter the exam period.

All this information is available on the School website.

Term Dates 26-27

Autumn 2026

Term 1 (39 days)

INSET DAYS Tuesday 1st and Wednesday 2nd September 2026

Term starts on Thursday 3rd September 2026 (Years 7 and 12)
Friday 4th September 2026 (Whole School)

INSET DAY Friday 2nd or 9th October 2026 (tbc)

Term ends on Friday 23rd October 2026 (3.15pm finish)

October holiday Monday 26th October to Friday 30th November 2026

Term 2 (35 days)

Term starts on Monday 2nd November 2026

Term ends on Friday 18th December 2026 (12.30pm finish)

Christmas holiday Monday 21st December 2026 to Friday 1st January 2027

Summer 2027

Term 5 (34 days)

Term starts on Monday 12th April 2027

May Day Bank Holiday Monday 3rd May 2027

Term ends on Friday 28th May 2027

May holiday Monday 31st May to Friday 4th June 2027

Term 6 (33 days)

Term starts on Monday 7th June 2027

Term ends on Wednesday 21st July 2027 (12.30pm finish)

Spring 2027

Term 3 (30 days)

Term starts on Monday 4th January 2027

Term ends on Friday 12th February 2027 (3.15pm finish)

February holiday Monday 15th to Friday 19th February 2027

Term 4 (24 days)

Term starts on Monday 22nd February 2027

Term ends on Thursday 25th March 2027 (12.30pm finish)

Spring holiday Friday 26th March - Friday 9th April 2027

(Good Friday - 26th March and Easter Monday - 29th March 2027)

This means that approximately there are around 350 School days left for your children.

When we think they have already completed over 585 days, it is not a lot of time at all!

Expectations

- **Be Prompt**
- **Be Prepared**
- **Be Positive**
- **Be Productive**
- **Be Polite**
- **Be Proud**



Home/Independent Learning Expectations

Subject	Key Stage 4
Art & Design	1 piece per week, averaging 90 minutes.
Biology	Separate – 1 piece per fortnight of 60 minutes. Combined – 1 piece per fortnight of 30-60 minutes.
Business Retail	Fortnightly.
Business Studies	Fortnightly.
Chemistry	Separate – 1 piece per fortnight of 60 minutes. Combined – 1 piece per fortnight of 30-60 minutes.
Child Development	1 piece per week, 60 minutes.
Drama	1 piece per week, 60 minutes.
Engineering	1 piece per week, averaging 90 minutes.
English	2 pieces per week of 30-60 minutes.
Food & Nutrition	1 piece per week, averaging 90 minutes.
Food Technology	1 piece per week, averaging 90 minutes.
French	1 piece per week of 45-60 minutes.
Geography	1 piece per week of 30 minutes plus.

Home/Independent Learning Expectations

Subject	Key Stage 4
History	Approximately 1 piece per week of 30-60 minutes.
Maths	1 piece per week of 60 minutes, always set on Mondays.
Music	1 piece per week, 60 minutes.
Photography	1 piece per week, averaging 90 minutes.
Philosophy & Religion	Minimum of 1 per week of 60 minutes
Physical Education	Variable depending on practical or theory focus.
Physics	Separate – 1 piece per fortnight of 60 minutes. Combined – 1 piece per fortnight of 30-60 minutes.
Spanish	1 piece per week of 45-60 minutes.
Textiles	1 piece per week, averaging 90 minutes.
Travel & Tourism	1 piece per week of 30 minutes plus.

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 on a
 - Monday term 1,
 - Tuesday term 2,
 - Wednesday term 3,
 - Monday term 4
 - Tuesday term 5
 - Wednesday term 6
- Students will all have PSHE at the same time on the schedule.

Week beginning
8th September
15th September
22nd September
29th September
6th October
13th October
20th October

Some Key Dates

Key Events	Date(s)
Progress Report (Attitude to Learning)	Tuesday 7th October 2025
Maths PPE	Thursday 6th November 2025
English PPE	Friday 7th November 2025
'Study Sensei' Workshops	Wednesday 18th November 2025
Progress Reports 1	Thursday 27th November 2025
Progress reports 2	Tuesday 24th March 2026
Parents' Evening 3	Thursday 26th March 2026
Progress reports 4	Friday 3rd July 2026

Year 10 Photos are also this Thursday

Performance Measures for our 6th form

- ***'BASICS'***
- In order to be considered for the Sixth Form, students will need to meet the entry criteria for their chosen subjects.
- At least grade 4 in English and Maths (some subjects may require higher). This means no re-takes.
- Students who wish to take more than three subjects must have an average points score from their GCSE subjects of 7 or higher.

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

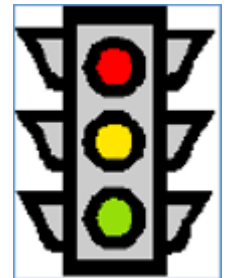


Help us help you – Be on time

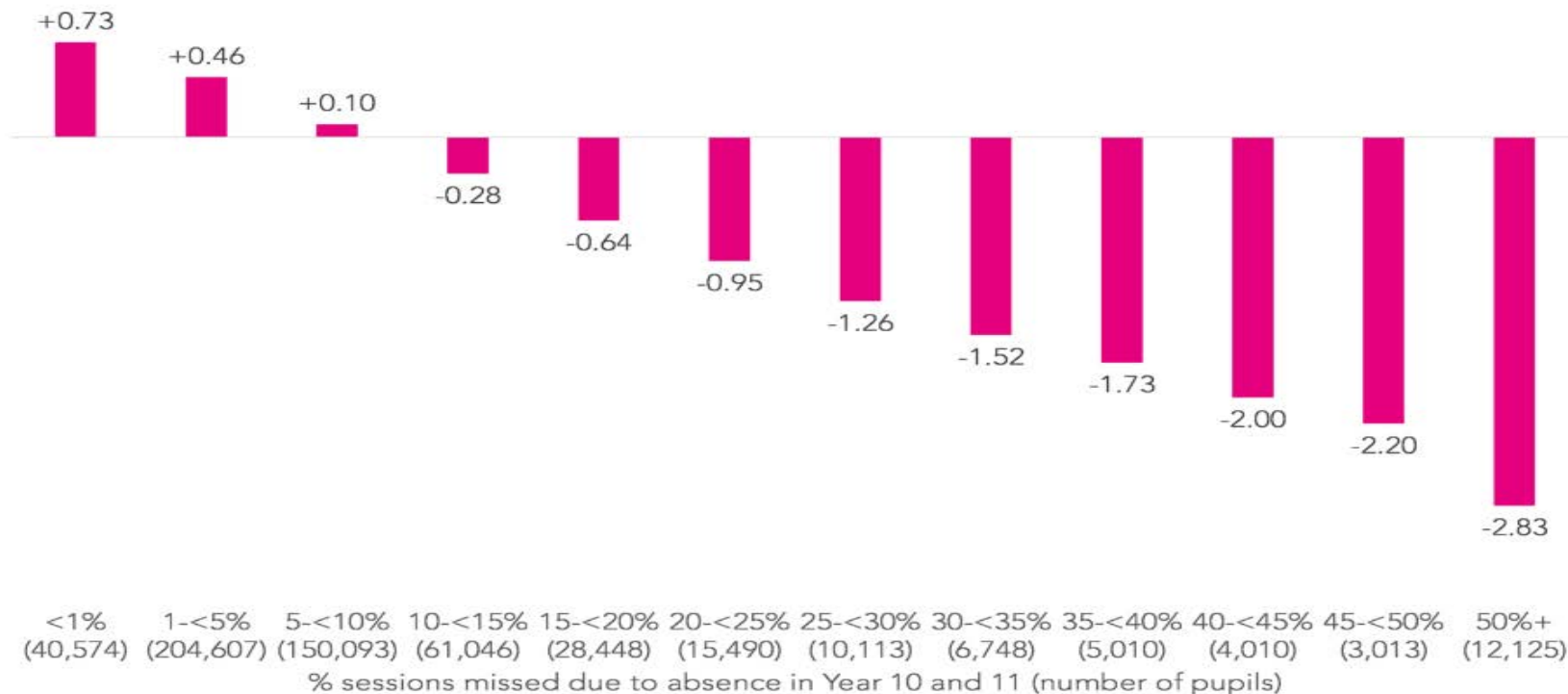
Lateness = Lost Learning

*(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

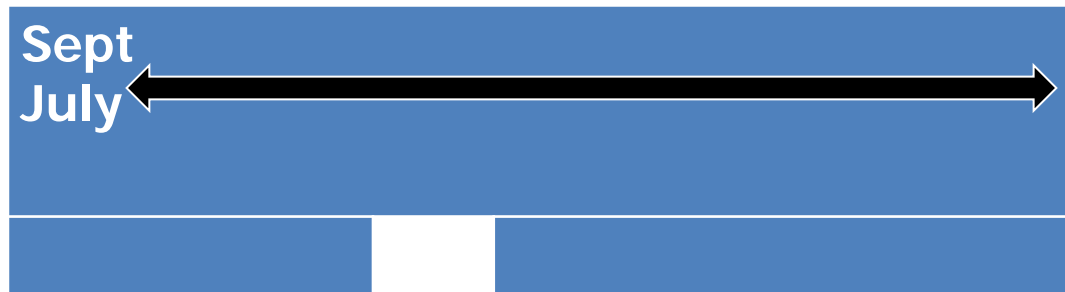


20-25% of lessons missed means pupils scored
1 whole grade lower on average

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

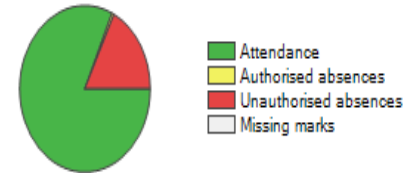
Low Attendance

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

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

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

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

Year 11 GCSE

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

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 ...

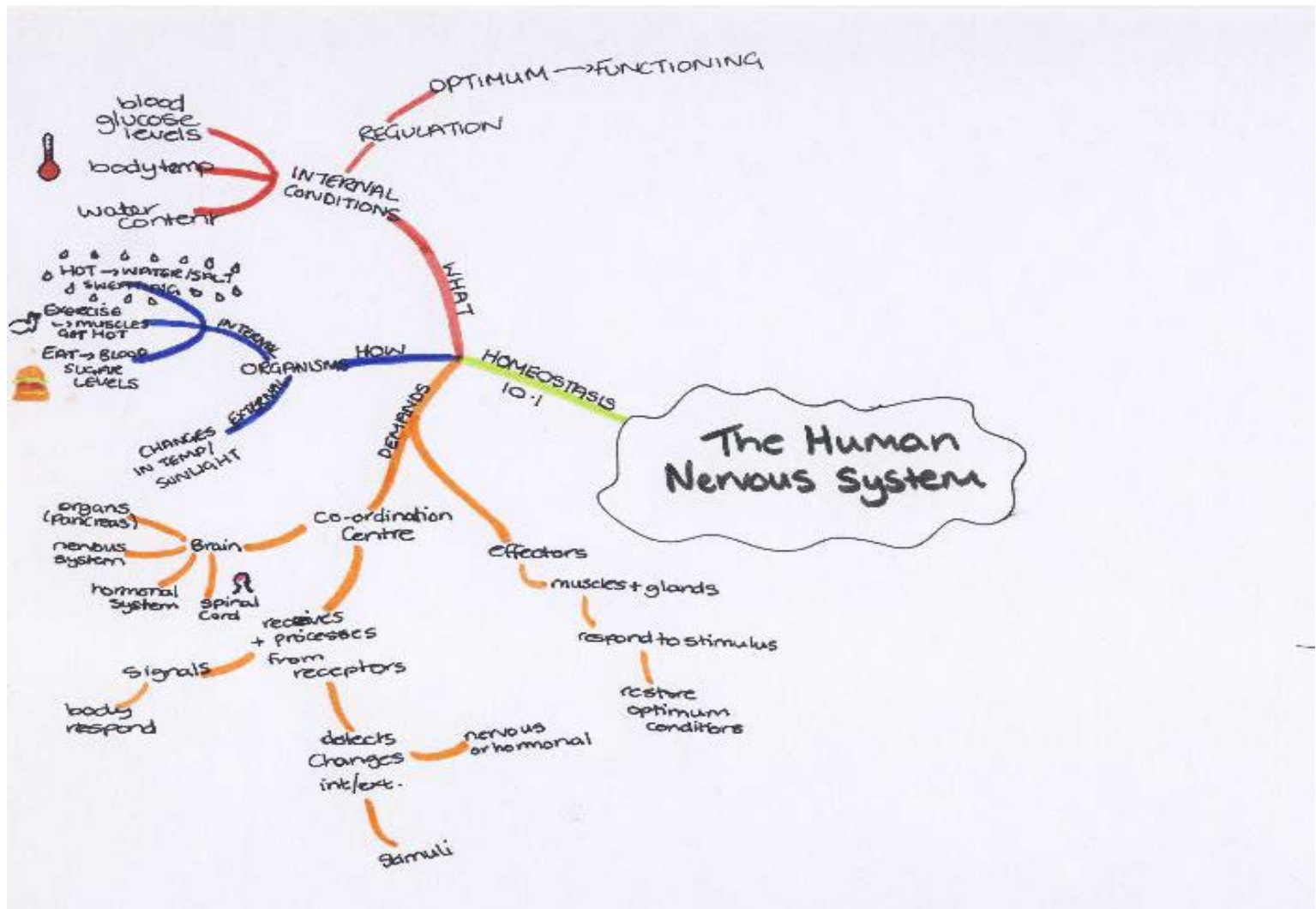
DON'T WAIT UNTIL YEAR 11 TO START CREATING REVISION RESOURCES!

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**

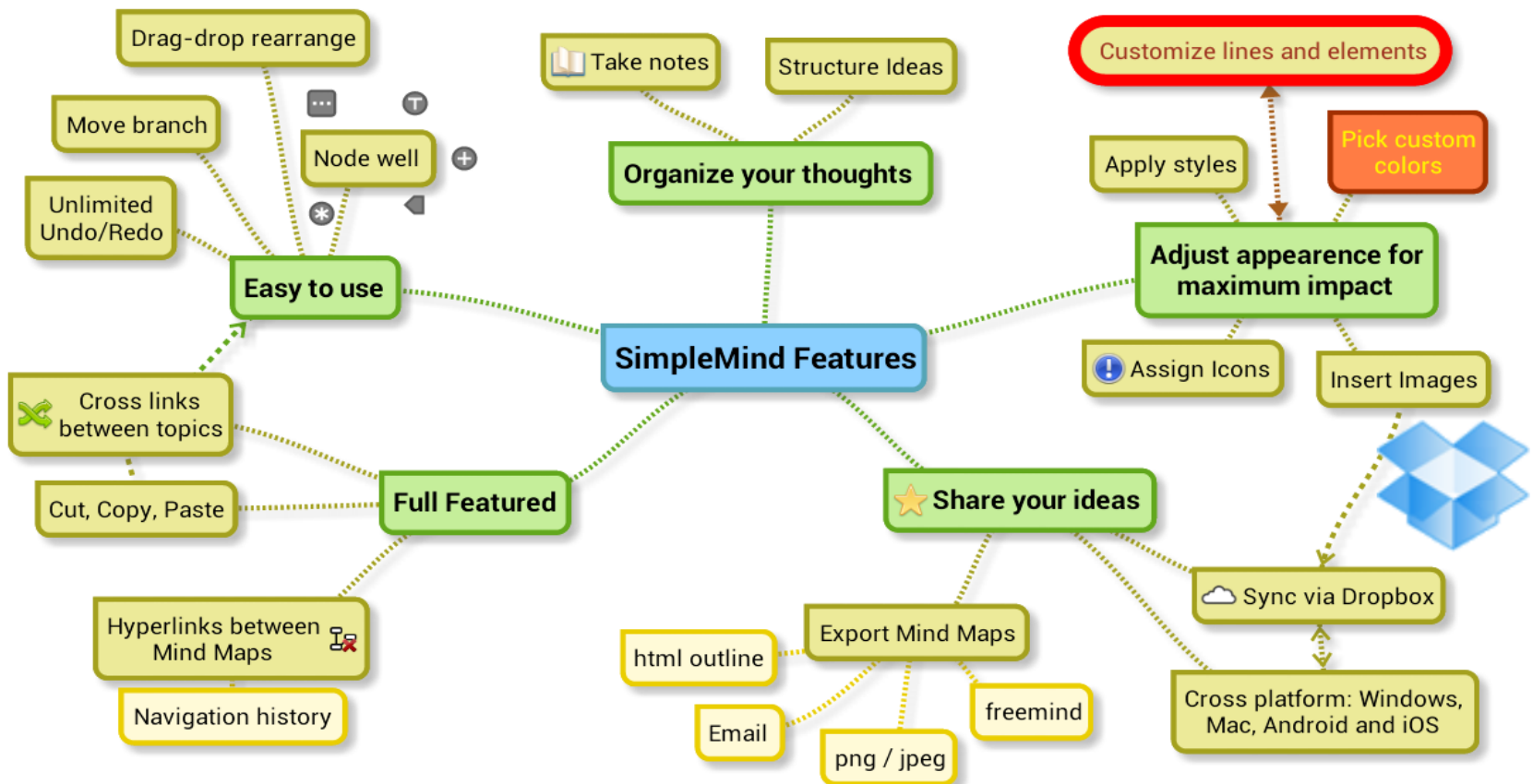
Start By Collecting All Your Information

- 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.?

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

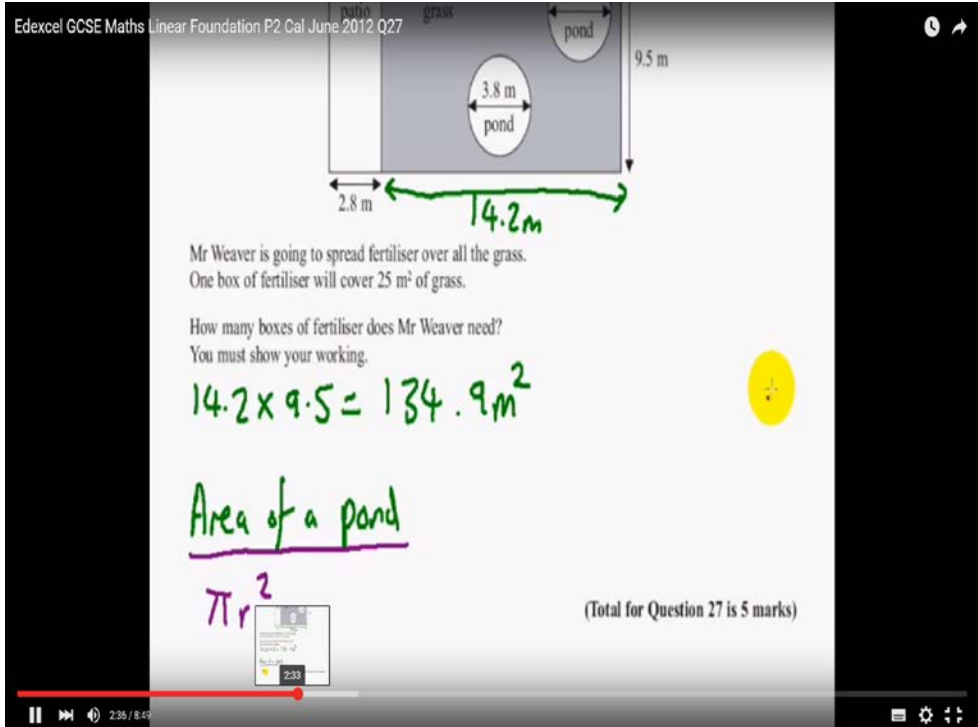


Past Papers

- 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”
- 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

9.5 m

3.8 m

2.8 m

14.2 m

Mr Weaver is going to spread fertiliser over all the grass.
One box of fertiliser will cover 25 m² 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

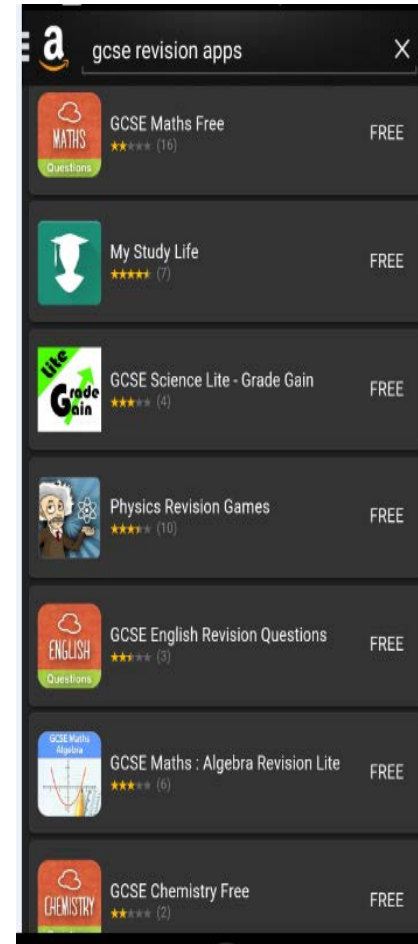
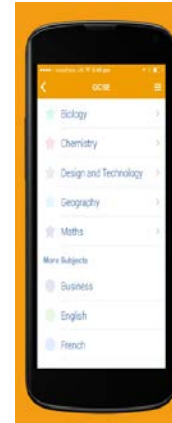
$$\pi r^2$$

(Total for Question 27 is 5 marks)

2:33

For Once, You *Can* Use Your Phone

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



- 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 predicted grades)



JUST LAUNCHED

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

Helping your grades soar!
Log on now @ 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

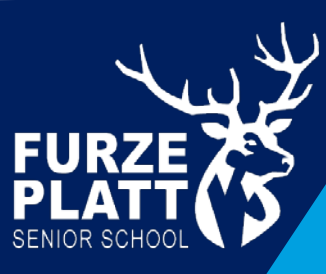
Module 1: Reading for Understanding: Fiction	Module 2: Creative Writing	Module 3: Comprehension and Using Textual Detail	Module 4: Writer's Use of Language and Structure: Fiction
Module 5: Evaluating the Text	Module 6: Reading for Understanding: Nonfiction	Module 7: Transactional Writing	Module 8: Synthesis 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

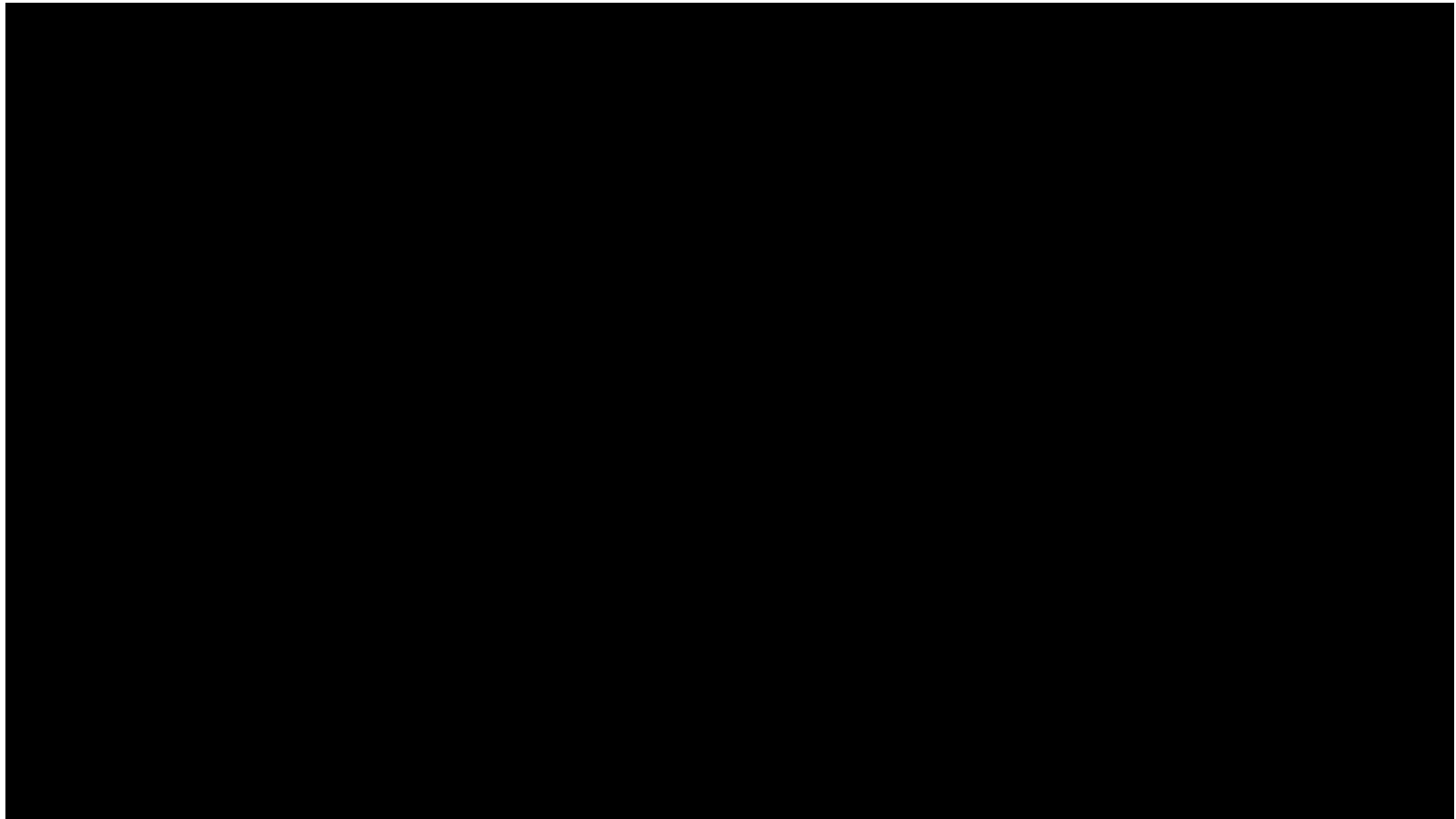
"I used the platform multiple times a week for both refreshing and consolidating my knowledge of content along with also using it as a basis for flashcards and targeting areas to revise more - the questions 'check and challenge' function really helped with that. It was also really useful for giving an 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?



AMBITIOUS

COLLABORATIVE

HAPPY

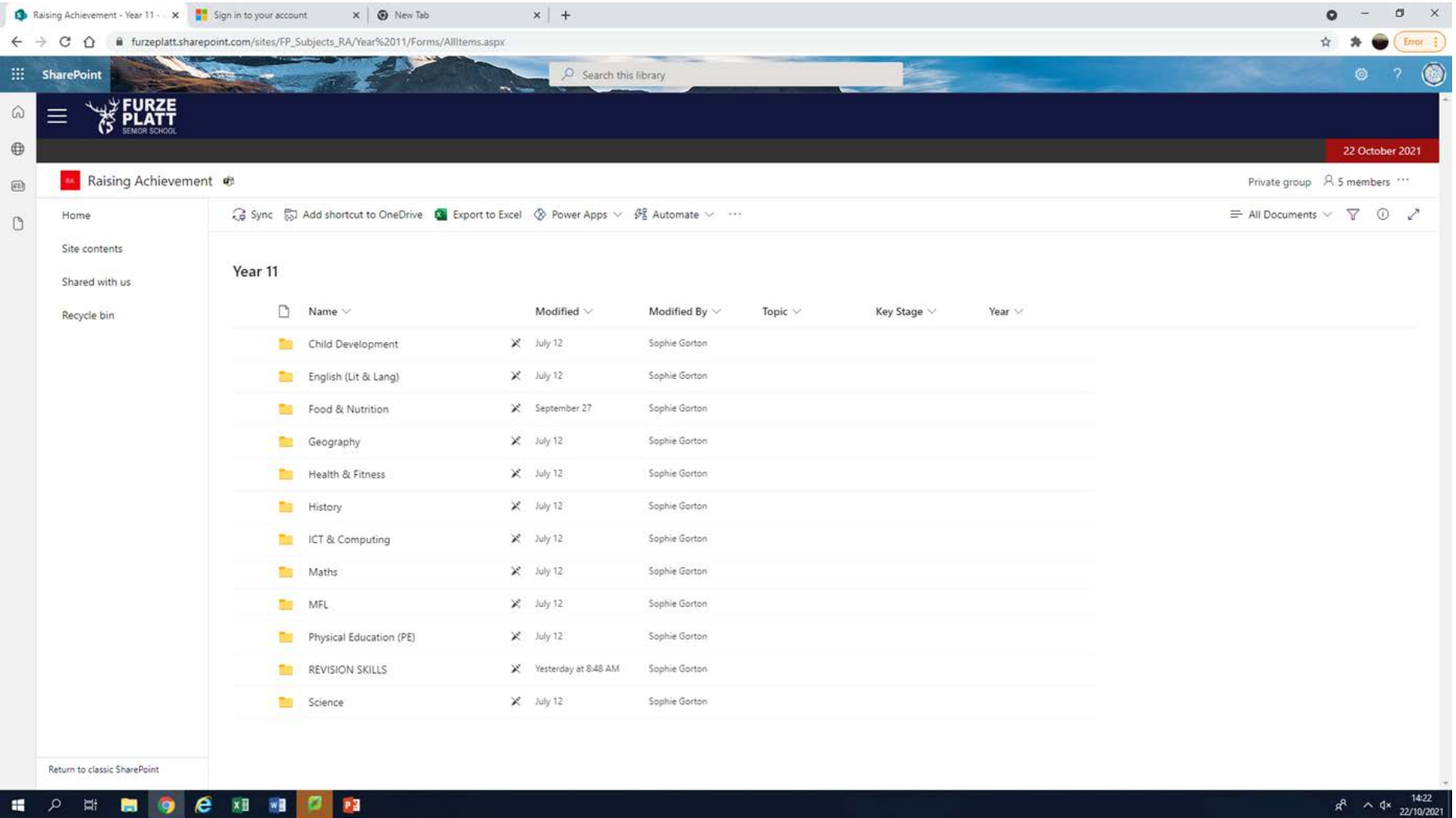
INTEGRITY

ENDURANCE

VERSATILITY

EXCELLENCE

Explore FP Cloud



The screenshot shows a SharePoint web page for 'Raising Achievement - Year 11'. The page displays a list of folders under the heading 'Year 11'. The folders are: Child Development, English (Lit & Lang), Food & Nutrition, Geography, Health & Fitness, History, ICT & Computing, Maths, MFL, Physical Education (PE), REVISION SKILLS, and Science. Each folder entry includes a folder icon, the name, a modified date, a modified by name, and a topic. The modified dates range from July 12 to September 27, and the modified by name is consistently Sophie Gorton. The REVISION SKILLS folder was modified yesterday at 8:48 AM.

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">FP Cloud homepageOneDriveFP OnlineFurzeplatt.comStaff Core InformationStaff Useful InformationStaff TrainingCore information for studentsCDB Training Portal	<ul style="list-style-type: none">Staff chat and noticeboard	<ul style="list-style-type: none">All SubjectsEnglishRaising Achievement	<ul style="list-style-type: none">Class DashboardEnglish 10f-En2 2021 FPEnglish 11f-En2 2021 FP	<ul style="list-style-type: none">Edit My LinksEvolveGCSEPod

10 November 2021



Welcome to FP Cloud



Ci

Core information for students

☆ Not following

- Home
- Documents
- Pages
- Site contents

Quick Links

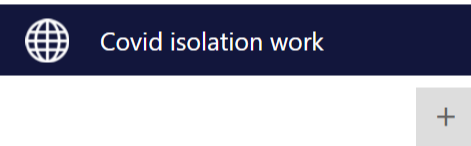


Raising Achievement

School Musical Matilda



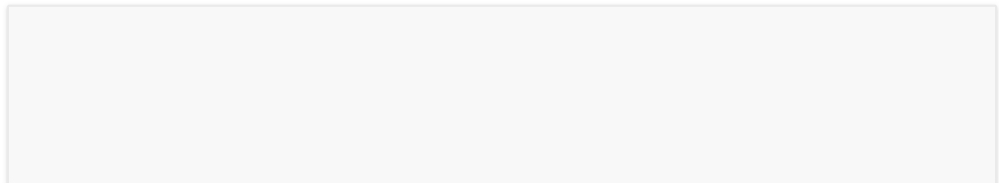
Web Links



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

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

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.
- On the 1st of September we received new regulations from the JCQ regarding EAAs. Queries are being formally submitted and we are awaiting feedback before we can update you.

Who to contact about EAAs

Our Senco's Mrs Cook & Mrs Jack



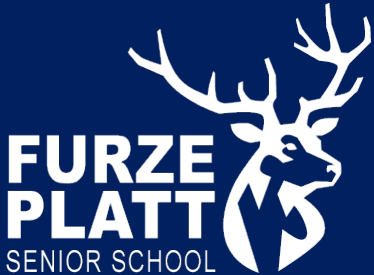
Our Access Arrangement Officer, Mrs Budge



Or

Or you can contact me

INFORMATION FOR PARENTS



Expectations of KS4 Learners

- In addition to set home learning, students **MUST** always:
 1. Read through learning resources and fill in gaps in their notes (take pride in their exercise books!)
 2. Condense their notes into easily digestible format (Mind Maps / Cornell Method / Flash Cards etc.)
 3. Practice past paper exam questions
 4. Pre-read the next lesson topic and write down any questions they might have in the next lesson.

In return ...



Respect for all your opinions and different ways of learning.

Opportunity to progress and achieve your potential. All achievements celebrated.



Timely feedback on your work. Constructive comments that will help you progress.



A positive and fair environment in the classroom which stimulates learning.

Class Charts Home Learning

- 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.
- Students will be given a home learning timetable and will receive up to 3 pieces of home learning a night, which should each take 30 minutes to complete.

How Will I Know How My Child Is Doing?

4 Progress Reports:

1 Approach To Learning Only Report – October.

27th November 2025

24th March 2026

3rd July 2026

Parents' Evenings:

- Wednesday 15th October – Meet the Tutor (16:00-19:00)
- Thursday 26th March 2026 (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.

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.

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

In the Autumn Term, we'll cover:

1. **How to Get (And Keep!) Your Child Motivated**
- 16th September @6:00pm (BST)
2. **How You Can Help Your Child Manage Their Time**
- 30th September @6:00pm (BST)
3. **How You Can Help Your Child Set Up for Success in Exams**
- 14th October @6:00pm (BST)
4. **How You Can Help Improve Your Child's Memory**
- 18th November @6:00pm (GMT)
5. **How You Can Build Resilience in Your Child**
- 2nd December @6:00pm (GMT)
6. **How to Help Your Child Alleviate Stress**
- 16th December @6:00pm (GMT)

Thank you

- Thank you for coming this evening.
- Please feel free to stay behind afterwards if you would like to ask any questions.