

**FURZE
PLATT**
SENIOR SCHOOL



SUPPORTING LEARNING

In Year 10



AMBITIOUS

COLLABORATIVE

HAPPY

INTEGRITY

ENDURANCE

VERSATILITY

EXCELLENCE

Introductions



Mr B Corbett (HoP)



Mrs D Feather (RA Manager)



Mr J Dollery (AHT)

Tutor Team

FORM		TUTOR/S	ROOM
10.1	10CMT	Mr Chad Brandt (Wed) / Mr Chris Twiney (Mon, Tue, Thu, Fri)	AR1
10.2	10DAB	Miss Danielle Boseley	E2
10.3	10KAM	Miss Elisa Fletcher (Tue, Wed) / Mrs Katie McElligott (Mon, Thu, Fri)	S5
10.4	10GRB	Miss Grace Barnor	BS2
10.5	10JHL	Mr Jerome Langenhoven	M2
10.6	10JNS	Ms Jessica Stevens	E5
10.7	10KEB	Mrs Karen Barnes	TE4
10.8	10NAA	Ms Norah Angyiembe	M6
10.9	10MUY	Mrs Donna Sharp (Mon, Tue) / Mr Muhammad Yar (Wed - Fri)	S7

Term Dates

- **Autumn Half Term:** Monday 26th October 2026 to Friday 30th October 2026
- **Christmas:** Monday 21st December 2026 to Friday 1st January 2027
- **Spring Half Term:** Monday 15th February 2027 to Friday 19th February 2027
- **Easter:** Tuesday 30th March 2027 to Friday 9th April 2027
- **Early May Bank Holiday:** Monday 3rd May 2027
- **Summer Half Term:** Monday 31st May 2027 to Friday 4th June 2027
- **Summer:** Thursday 22nd July 2027 to Tuesday 31st August 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*

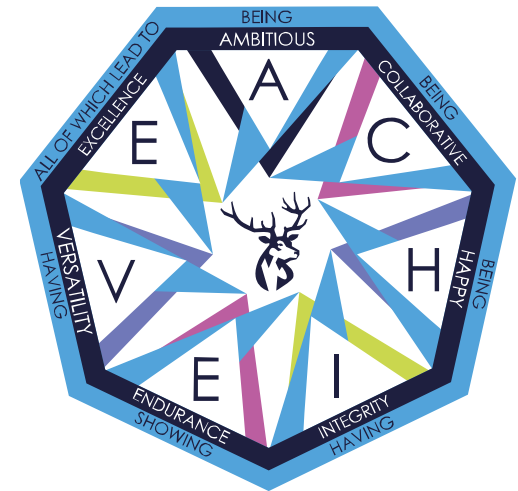
*being **H**appy*

*having **I**ntegrity*

*showing **E**ndurance*

*showing **V**ersatility*

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



Rewards

- We now keep an electronic record of students' achievements and any behaviour concerns on Arbor (rather than ClassCharts).
- 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:
 - 100 club
 - Thank you thirty.
 - Pastries / breakfast with headteacher.
 - 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 24th
February – Wednesday 3rd March 2027.**

Next Year...

Year 11

Another year's teaching

Non-Exam Assessments in a few subjects

PPEs in November 2027

Examinations in May and June 2028

Expectations

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



Home/Independant 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/Independant 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	
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

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.

Date of PSHE
Monday 7th September
Monday 14th September
Monday 21st September
Monday 28th September
Monday 5th October
Monday 12th October
Monday 19th October

Some Key Dates

Key Events	Date(s)
Maths PPE	Wednesday 11 th November 2026
English PPE	Wednesday 11 th November 2026
'Study Sensei' Workshops	Tuesday 17th November 2026
PPE Week	24th February – 3rd March 2027

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?

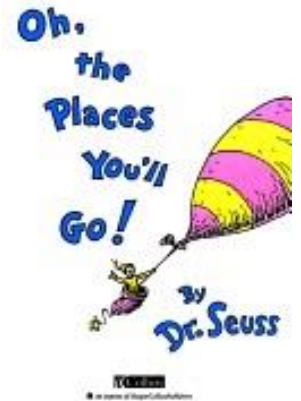
1. Develop a positive mindset

- 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.

Every day counts

Academic achievement

Regular attendance helps children to keep up with the curriculum and perform better academically

Social skills

Attending school regularly helps children develop friendships, social skills and how to interact with others.

Routine and responsibility

Good attendance teaches the importance of commitment, routine and responsibility which are all important life skills.

Building confidence

Regular attendance supports developing self-esteem, as children see their achievements over time.

Enhanced learning opportunities

Schools provide not just academic instruction but also a wide range of extra-curricular and enrichment opportunities.

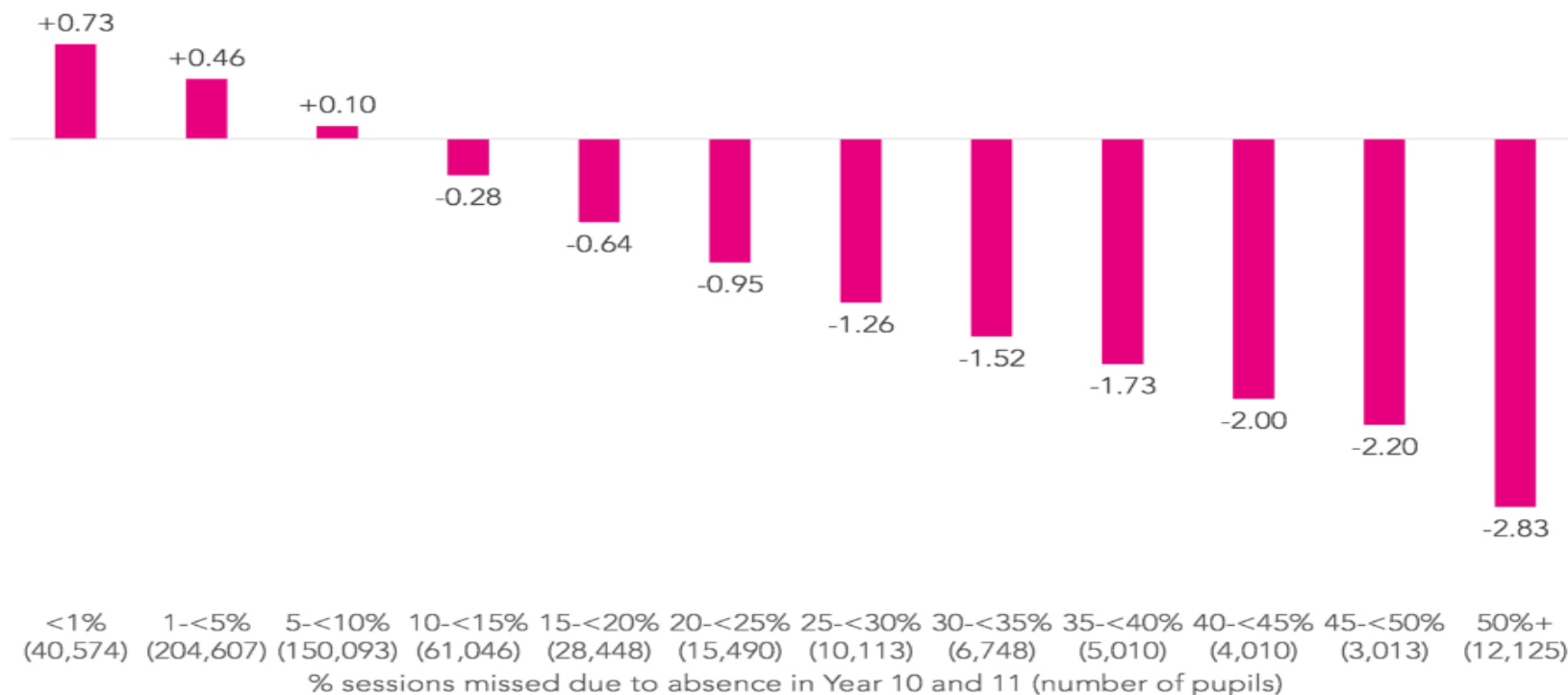
Attendance

100% Attendance	0 Days Missed	Excellent
95% Attendance	9 Days Absence 1 week & 4 days of learning missed	Satisfactory
90% Attendance	19 Days Absence 3 weeks & 4 days of learning missed	Poor
85% Attendance	28 Days Absence 5 weeks & 3 days of learning missed	Very Poor
80% Attendance	38 Days Absence 7 weeks & 3 days of learning missed	Unacceptable
75% Attendance	46 Days Absence 9 weeks & 1 day of learning missed	Unacceptable

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”

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



■ Attendance
■ Authorised absences
■ Unauthorised absences
■ Missing marks



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

Punctuality

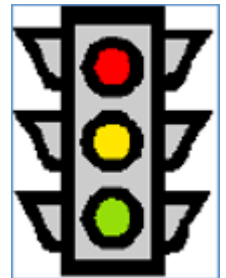


Help us help you – Be on time

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!



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 ...

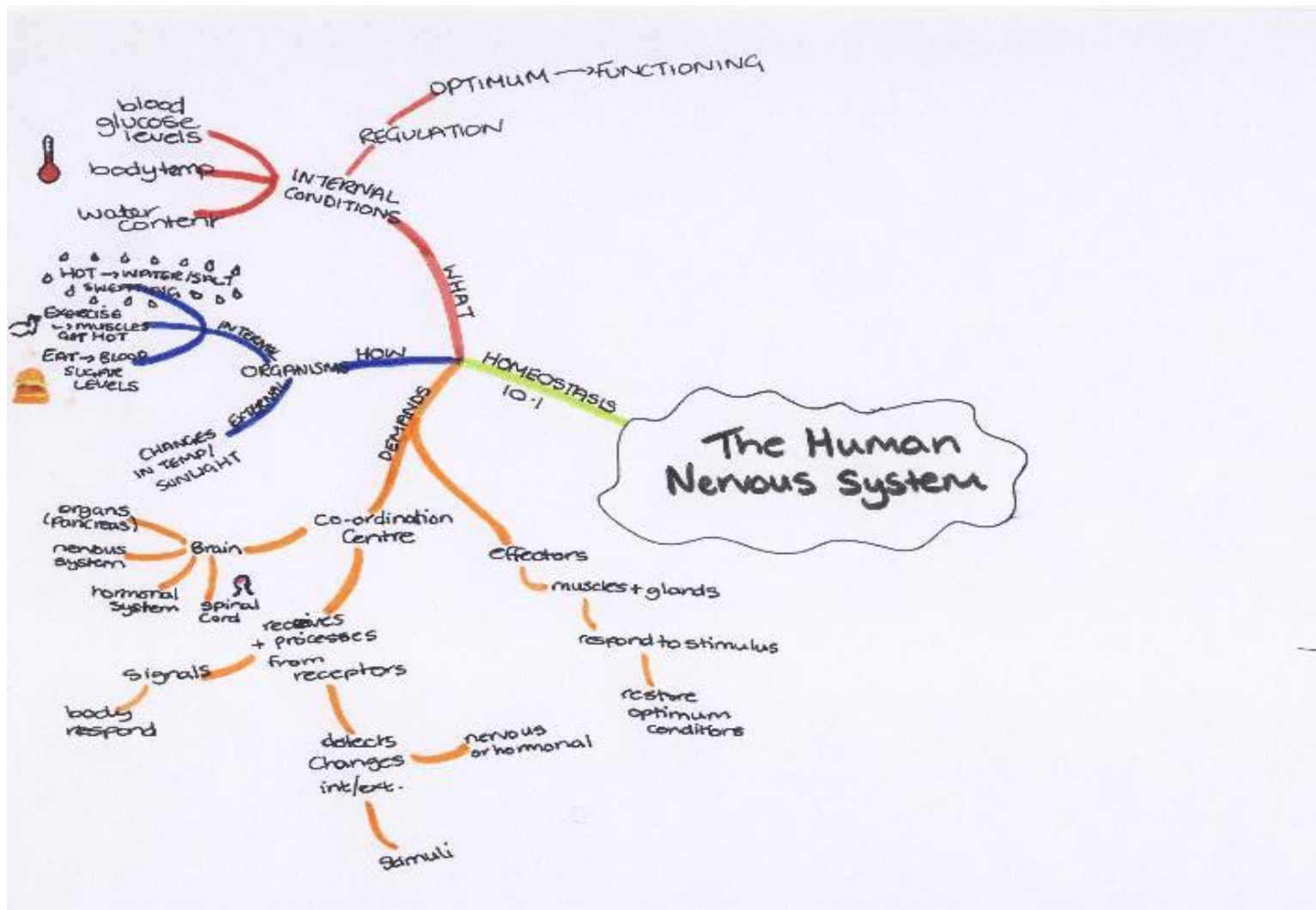
DON'T WAIT UNTIL YEAR 11 TO START CREATING REVISION RESOURCES!

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**

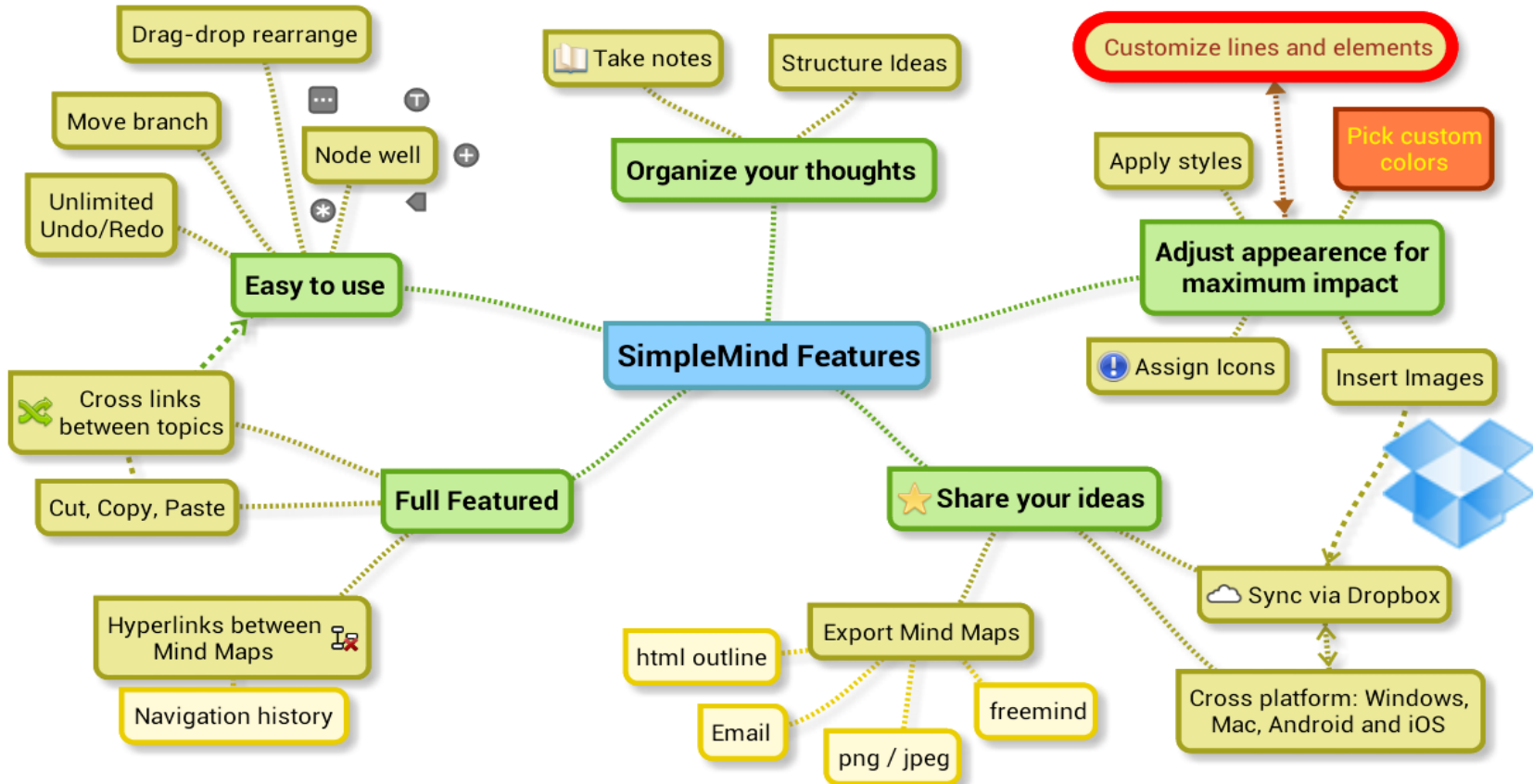
Start By Collecting All Your Information

- 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



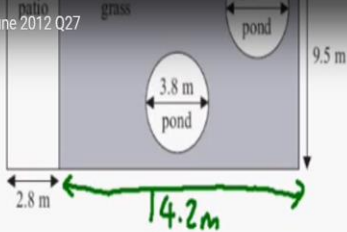
Past Papers

- 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



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.

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

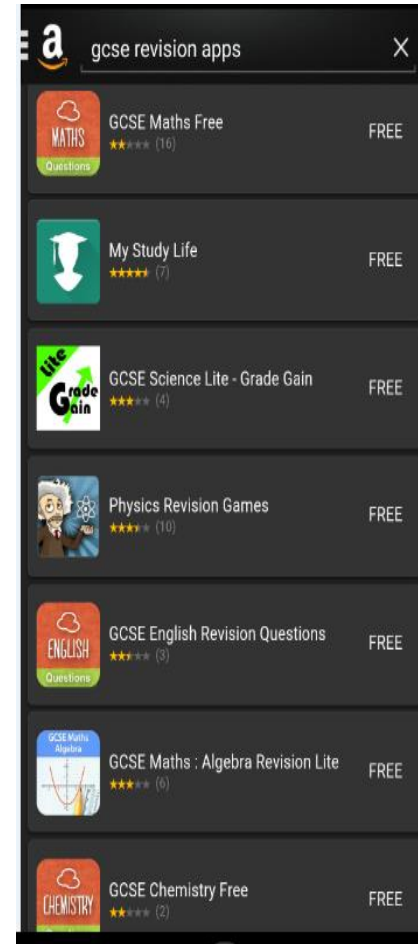
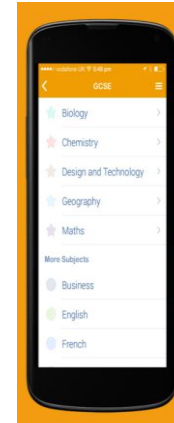
Area of a pond

$$\pi r^2$$

(Total for Question 27 is 5 marks)

For Once, You *Can* Use Your Phone

- GCSEPod
- Quizlet
- 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 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 - around weaknesses
- Teachers can identify gaps
- All year 10 had the chance to log on
- **The top GCSEPod user last year was the school's top performer (exceeding all of expected predicted grades)**
- **Use will improve grades**
- **re-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



Achieve Maths

- 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



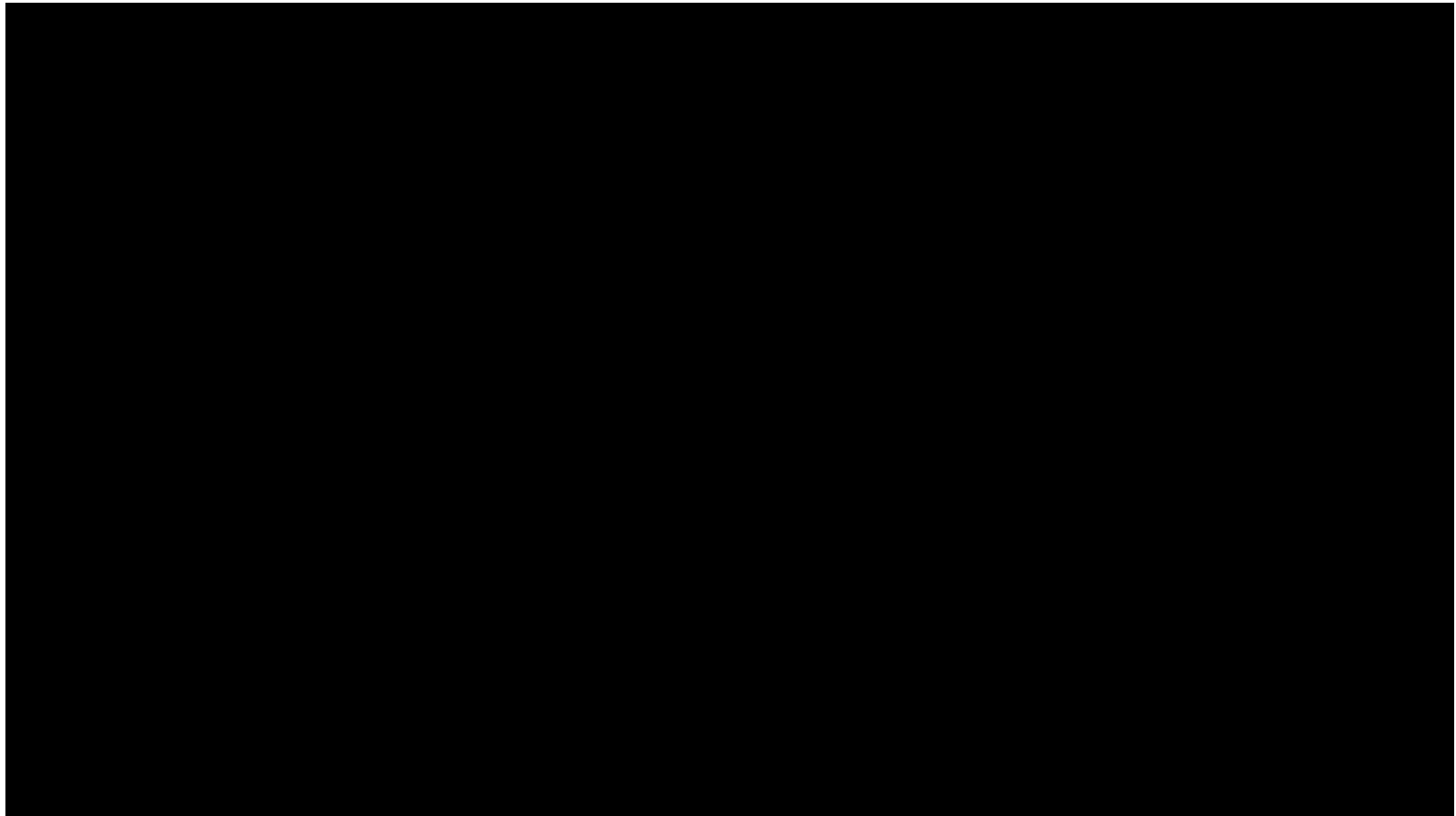
Top Performer for GCSE results

"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

SharePoint

Search this library

22 October 2021

Raising Achievement

Private group 5 members

Home

Site contents

Shared with us

Recycle bin

Sync Add shortcut to OneDrive Export to Excel Power Apps Automate

Year 11

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			

Return to classic SharePoint

Click on: Core Information for Students

SharePoint

Search this site

FURZE PLATT SENIOR SCHOOL

Information	Collaboration	My Subjects	Classes 2021-2022	My Links
FP Cloud homepage	Staff chat and noticeboard	All Subjects	Class Dashboard	Edit My Links
OneDrive		English	English 10f-En2 2021 FP	Evolve
FP Online		Raising Achievement	English 11f-En2 2021 FP	GCSEPod
Furzeplatt.com				
Staff Core Information				
Staff Useful Information				
Staff Training				
Core information for students				
CDB Training Portal				

10 November 2021

Welcome to FP Cloud



Click: Raising Achievement

SharePoint

Search this site

10 November 2021

**FURZE
PLATT**
SENIOR SCHOOL

Ci Core information for students

Home Documents Pages Site contents

☆ Not following

Quick Links

Raising Achievement

School Musical - Matilda

Web Links

Covid isolation work

+

News

Revision Skills folder

Core information for students - R 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

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	

Type here to search

13°C Cloudy 12:56 14/12/2021

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
- **Supervised 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.

Who to contact about EAAs

Our Senco's Mrs Cook & Mrs Jack



Christina.Cook@furzeplatt.net



Deborah.Jack@furzeplatt.net

Our Access Arrangement Officer, Mrs Budge



Lucy.Budge@furzeplatt.net

Or

Or you can contact me

INFORMATION FOR PARENTS



How to support your child's attendance

- Talk positively about the benefits of school, friends, and daily activities.
- Contact your child's form tutor or Head of Progress if your child is experiencing any barriers to attending school.
- Collaborate with the school on solutions to support your child and any barriers to attendance.
- Keep a consistent morning and sleep routine.
- Arrange appointments outside of school time, where possible. Bring children into school either side of appointments.
- Contact the school before 8am if your child is not well enough to attend school (via StudyBugs).
- If your child feels better later in the day, please bring them into school.

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.



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



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

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



Arbor Home Learning

- Attendance, behaviour & home learning are all in one place – The Arbor login.
- To login to the Arbor App, please follow the setup instructions which have been sent out.
- 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 – 6th October.

26th November 2026

22nd March 2027

2nd July 2027

Parents' Evenings:

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

- Thursday 24th March 2027 (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”***.

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.

A2L – Classwork & Engagement

Approach to Learning – Classwork & Engagement

1 – Outstanding

2 – Good

3 – Satisfactory

4 – Inconsistent

5 – Poor

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.

A2L – Home & Independent Learning

Approach to Learning – Home & Independent Learning

1 – Outstanding

2 – Good

3 – Satisfactory

4 – Inconsistent

5 – Poor

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).

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 / Sparx Maths & Science)
- 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>

Autumn Term, 2026 Webinars *

How to Get (And Keep!) Your Child Motivated
September 15, 6:00-7:00pm (BST) ✓

How You Can Help Your Child Manage Their Time
September 29, 6:00-7:00pm (BST) ✓

How You Can Help Your Child Improve
Their Note Taking
October 13, 6:00-7:00pm (BST) ✓

How You Can Help Your Child Prepare for Exams
November 10, 6:00-7:00pm (GMT) ✓

How to Help Your Child Study with ADHD
November 24, 6:00-7:00pm (GMT) ✓

How You Can Build Resilience in Your Child
December 15, 6:00-7:00pm (GMT) ✓

Thank you

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