WELCOME

Mrs Scott Head of Year 10

Running order

KS4 Courses – GCSEs and BTECs Mr Jordan (Deputy Principal)

Supporting students at KS4 Mrs Lloyd (Assistant Principal) Miss Glasgow (Progress Manager)

HELPING YOUR CHILD TO MAKE PROGRESS AT KS4

A Jordan (Deputy Principal)

Year 9 Options Booklet

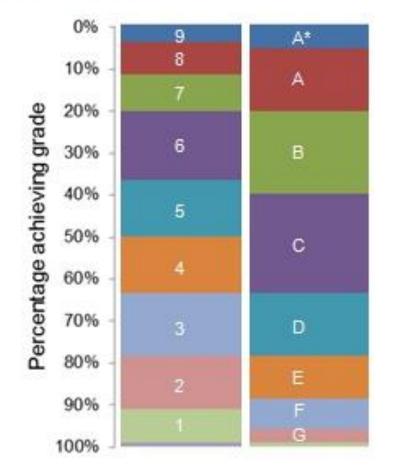
• Exact structure of courses was correct in the Year 9 options booklet and interviews.

GCSE Structure

- Linear courses.
- All courses now have terminal exams and some still have controlled assessments / coursework.
- All exams in Year 11.
- No re-sits.
- Grades 1-9 for 'new' specifications
- Grades A*-G for 'old' specifications

How do the new grades compare?

MATHEMATICS



Importance of Controlled Assessments

- All Controlled assessments are mandatory and are worth between 20-60% of the final GCSE grade.
- Controlled assessments are taken under controlled conditions usually in a classroom environment.
- Students will do best at their first attempt (in some subjects there is no second chance).
- Subjects with controlled assessments include those with a practical element and some unreformed GCSEs.

Controlled Assessment Deadlines

Subject	Year 10		Year 10		Year 10		Year 11		Year 11		Year 11	
	Term 1	Term 1	Term 2	Term 2	Term 3	Term 3	Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
Art												
Business Studies												
Catering												
Computing												
Drama												
Graphics												
ICT												
Music												
PE/Sport												
Resistant Materials												

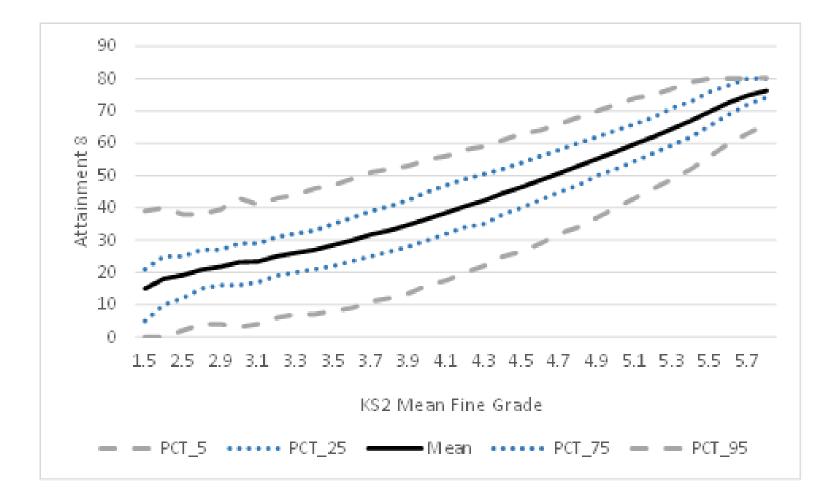


- Business, Dance, Engineering, Health & Social Care, Sport.
- Equivalent to 1 GCSE
- Level 2
- Level 1
- 25% External Assessment (exam)
- 75% Coursework

Target Grades

- They are based on national average performance of past students in their GCSEs.
- They look at all students nationally and predict a grade for GCSE/BTEC based on Key Stage 2 results.
- Set to be challenging/aspirational and something to be aimed for in all subjects.
- At Macmillan Academy we set targets above the national average ...

National Data



Target Grades

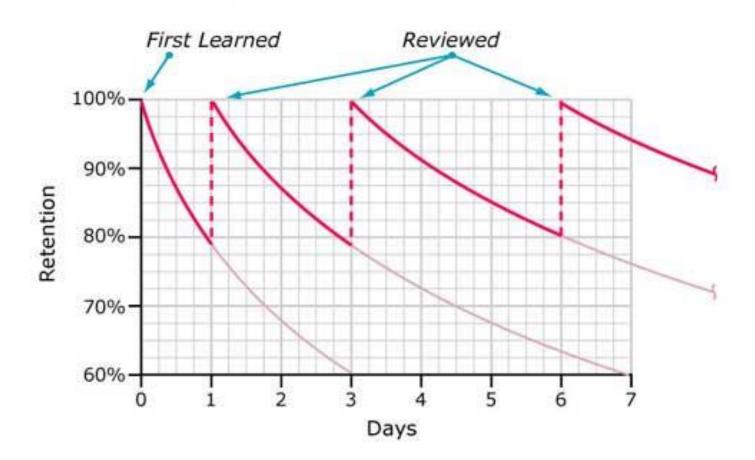
- If you got a Level 5 at KS2 then you should get at least a B (7)... in many subjects we have set you a target of A (8) or above.
- If you got a Level 4 at KS2 then you should get at least a C (5) ... in many subjects we have set you a target of B (6) or above.
- If you got a Level 3 at KS2 then you should get at least a D (4) ... in many subjects we have set you a target of C (5) or above.

Timeline of Courses

- Most subjects will have finished teaching new content by Easter in Year 11 which means that students can plan a careful revision programme over the Easter period.
- Exams will all be after Easter 2015 and most before half term.

The 'Forgetting Curve (Ebbinghaus)

Typical Forgetting Curve for Newly Learned Information



CHANGES TO PROGRESS DATA

Reasons for Changes

- Complete review of assessment and reporting
- More differentiation in a 4 point scale
- No middle option to default to e.g. AOB
- Tougher GCSEs with more emphasis on students working hard
- Help us to target underachievement and intervene effectively

New scale

- 1 Outstanding
- 2-Good
- 3 Requires Improvement
- 4 Inadequate

Progress

- 1. The student is making more than expected progress for their age/ability. They learn exceptionally well and use feedback effectively to improve.
- 2. The student is making expected progress for their age/ability. They learn well and use feedback to improve.
- 3. The student is making insufficient progress for their age/ability. They learn inconsistently and are not making enough use of feedback.
- 4. The student is making inadequate progress for their age/ability. They learn poorly and rarely respond to feedback.

Attitude to Learning

- 1. The student is highly motivated and engaged in lessons. Their attitude to learning is exemplary and they often go beyond what is expected of them.
- 2. The student is interested and engaged in lessons. Their attitude to learning is good and they work hard to complete work to the best of their ability.
- 3. The student shows variable interest and engagement in lessons. Their attitude to learning is inconsistent and they do not always work to the best of their ability.
- 4. The student rarely shows interest or engagement in lessons. Their attitude to learning is poor and they rarely work to the best of their ability.

Independent learning outside of lessons eg homework

- 1. The student always meets deadlines for completing tasks (including homework) which are produced to a consistently excellent standard. They use their initiative at all times to extend their understanding and challenge themselves through independent learning.
- 2. The student regularly meets deadlines for completing tasks (including homework) which are produced to a consistently good standard. They regularly use their initiative to extend their understanding through independent learning.
- 3. The student sometimes meets deadlines for completing tasks (including homework) but produces work of variable quality. They sometimes use their initiative to extend their understanding through independent learning.
- 4. The student rarely meets deadlines for completing tasks (including homework) and work can be of a poor quality. They rarley use their initiative to extend their understanding through independent learning.

SUPPORTING YOUR CHILD THROUGH KS4

A Lloyd (Assistant Principal)

Reporting to Parents Key Stage 4

- Year 10 T1 Progress Data (w/b) Monday 17th October
- Year 10 STCE Tuesday 8th November
- Year 10 T2 Progress Data (w/b) Monday 2nd January
- Year 10 Internal Exams (w/b) Monday 27th February
- Year 10 Annual Reports (w/b) Monday 13th March
- Year 10 T4 Progress Data (w/b) Monday 15th May

Reporting to Parents Key Stage 4

- Year 11 T1 Progress Data early October
- Year 11 Trial Exams preparation late October/early November
- Year 11 T2 Progress Data late November
- Year 11 STCE early December
- Year 11 Trial Exams first two weeks in January
- Year 11 Annual Reports late January 2017
- Year 11 T4 Progress Data March
- Year 11 Revision Evening before Easter 2015
- Year 11 T5 Progress Data May

Controlled Assessment How can parents help?

- May encourage child and discuss planning and timing of their work.
- May provide access to resources/materials.
- But ... not give direct advice on what should or should not be included.

Avoiding Plagiarism, Ofqual 2010

Importance of revision

How to revise and how to prepare for exams ...

- 1. Understand it.
- 2. Condense it.
- 3. Memorise it.
- 4. Review it.
- 5. Rehearse it.

Importance of Revision



- Is more effective if planned!
- Revision needs to be done throughout the course.
- It should be re-visiting work, not re-learning it!
- Easter/May Half Term Revision needs careful planning.
- The Year 10 exams and Year 11 trial exams are timed to help students and should be taken seriously.

Revision How can parents help?

- May encourage child and discuss planning and timing of their work.
- May provide access to resources/materials.
- Help them to plan any revision and set realistic goals.
- Praise hard work and effort.
- Keep us informed of any concerns/problems.
- Avoid taking long holidays in Easter or May Half Term of Year 11.

SUPPORTING YOUR CHILD THROUGH KS4

C Glasgow (Progress Manager)

Support available

- Subject Support sessions
 - Monday/Tuesday/Wednesday
- Compulsory Subject Support
- Morning Registration
- Mentoring
- Progress Manager

Monitoring work

- Please use Frog to help monitor work departments all set homework and mock papers are available.
- Parent Gateway
 - Behaviour Rewards
 - Attendance
 - Payment information





Reward Students

- We will aim to reward students for working hard
- Bronze/Silver/Gold System
- This allows students to accrue 'points' which they can exchange at the Behaviour Online Shop

ANY QUESTIONS?

Leave a post card question Email – office@macademy.org.uk