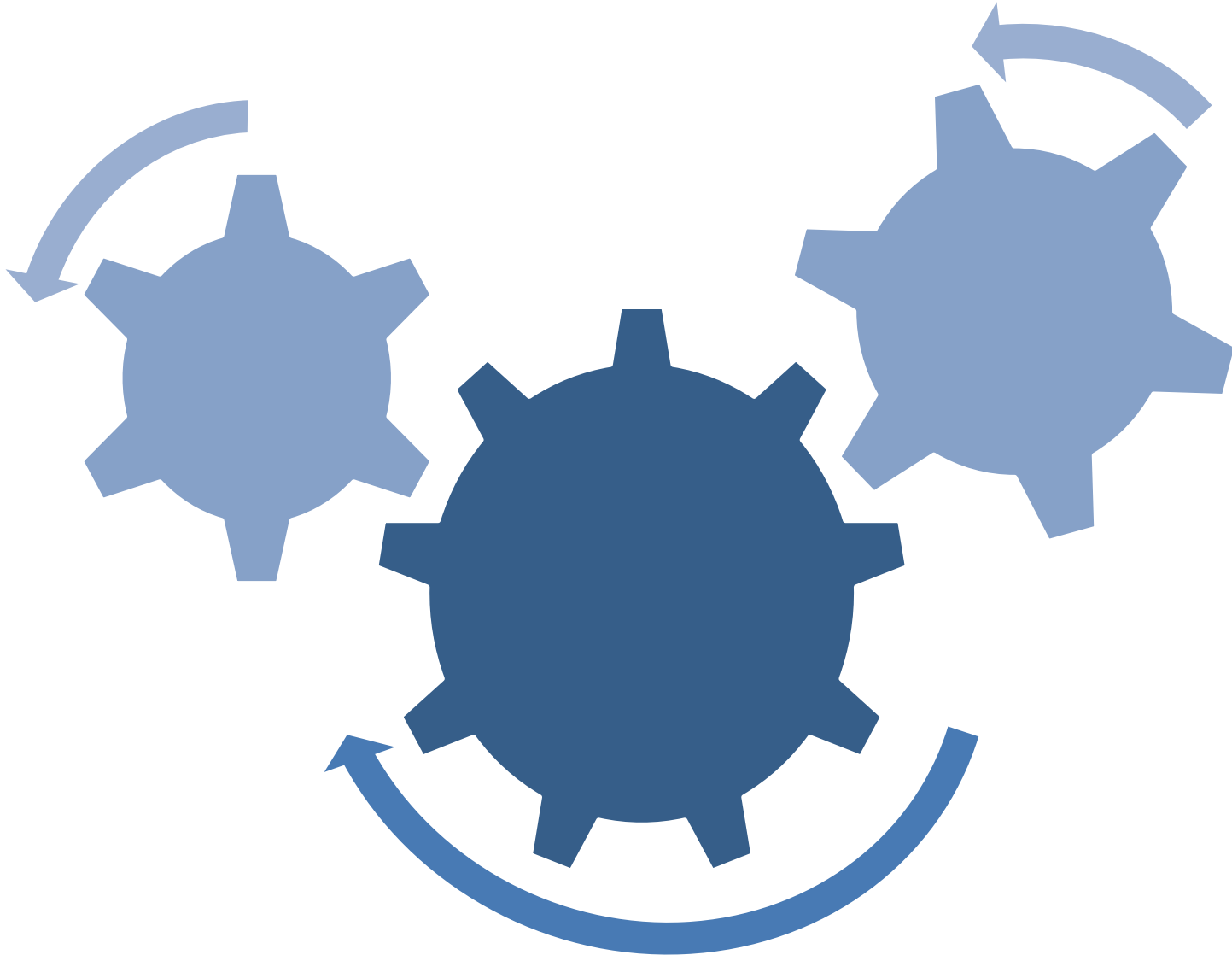


KS4 at Langtree School



Reformed Key stage 3

- KS3 levels no longer statutory
- The KS3 curriculum was significantly revised in order to prepare our new year 10 students for the changes that have happened to KS4
- The curriculum choice and options for students beginning the Key Stage 4 curriculum has been designed to comply fully with the new government guidance and regulations

Core Subjects

- English – English Language GCSE and English Literature GCSE
- Mathematics – can be entered at higher or foundation tier
- Science – Trilogy Science - **TWO** GCSEs (exams all at the end of year 11)
- Ethics - leads to RE GCSE and covers a great deal of the statutory content required
- Humanities - either history or geography
- Core PE – non-examined

Option Subjects

- Up to 3 other subjects that students have chosen to study
- They have three lessons in each of these subjects every week
- English Baccalaureate (EBacc) was recommended but not compulsory

Students will work towards **TWO** GCSE courses in their English lessons:

- **GCSE English Language**
- **GCSE English Literature**

AQA GCSE ENGLISH LANGUAGE

TWO exam papers:

- **Paper 1 (50%)**

‘Exploration in Creative Reading and Writing’

(1 hour 45 minutes)

- **Paper 2 (50%)**

‘Writers’ Viewpoints and Perspectives’

(1 hour 45 minutes)

AQA GCSE ENGLISH LITERATURE

TWO exam papers:

Paper 1 (40%)

‘Shakespeare and the 19th Century Novel’

(1 hour 45 minutes)

Paper 2 (60%)

‘Modern Texts and Poetry’

(2 hours 15 minutes)

English Curriculum - Main Changes

- **No coursework or controlled assessment**
- The focus is on creating independent readers and writers
- No set books are allowed in the exam room
- No Tiers of Entry – everyone sits the same exam
- Number grades will be used 1 – 9
- Spoken Language (*old Speaking and Listening*) will still be completed but will not form part of the final mark or grade. This is endorsed on their final certificate.

How can you help your child in English?

- Please encourage your child to read a variety of different texts at home
- Talk to them about what they are doing in the English classroom and the books they are studying
- Encourage them to look at helpful revision websites, revision guides and recommended films of their set texts
- Encourage students to talk to their class teacher if they need support

Mathematics Overview

All students will work towards **AQA GCSE Mathematics** in their maths lessons

- Two Tiers of entry
- Higher Tier, grades achievable 9 to 4
- Foundation Tier, grades achievable 5 to 1
- 100% examination. No coursework or controlled assessments

Edexcel GCSE mathematics

Three exam papers:

• **Paper 1 Non Calculator**

80 marks (1 hour 30 minutes)

• **Paper 2 Calculator**

80 marks (1 hour 30 minutes)

• **Paper 3 Calculator**

80 marks (1 hour 30 minutes)

Mathematics - Main Changes

- Number grades rather than letters
- The volume and difficulty of the subject content has increased for both tiers.
- 3 exams rather than 2, each lasting 90 minutes.
- Students will be required to memorise formulae.

How can you help your child in Maths?

- Please encourage your child to practise basic skills.
- Make sure your child completes all homework on time.
- Encourage them to look at helpful revision websites and revision guides.
- Urge your child to talk to their class teacher if they need support.

At Langtree, KS4 students are continuing with the **AQA GCSE** courses.

- Those who chose Triple Science as an option will study **AQA Separate Sciences**.
- Everyone else will study **AQA Combined GCSE Science**.

This consists of the main three science disciplines:

- Biology (33% of grade)
- Chemistry (33% of grade)
- Physics (33% of grade)

- Each discipline will be divided equally between years 9, 10 and 11.
- There is no coursework (or controlled assessment) so the final qualification is based on examinations only.
- There will be a number of required practical activities for each course which will be assessed during the course.

This subject consists of a number of topics including:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

This subject consists of a number of topics including:

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

This subject consists of a number of topics including:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics (Triple Science only)

- There will be 6 exam papers at the end of year 11. There will be two papers for biology, two for chemistry and two for physics.
- Each of the Combined Science papers will be 1 hour and 15 minutes long, and each of the Triple Science papers will be 1 hour and 45 minutes long.
- This is designed to further knowledge and skills in Science and is acceptable for entry on to Science A-level courses.

Revision Guides

- At the start of the GCSE courses, students were offered the opportunity to purchase revision guides.
- As a school, we are able to secure substantial discounts which would not be available in high street shops.

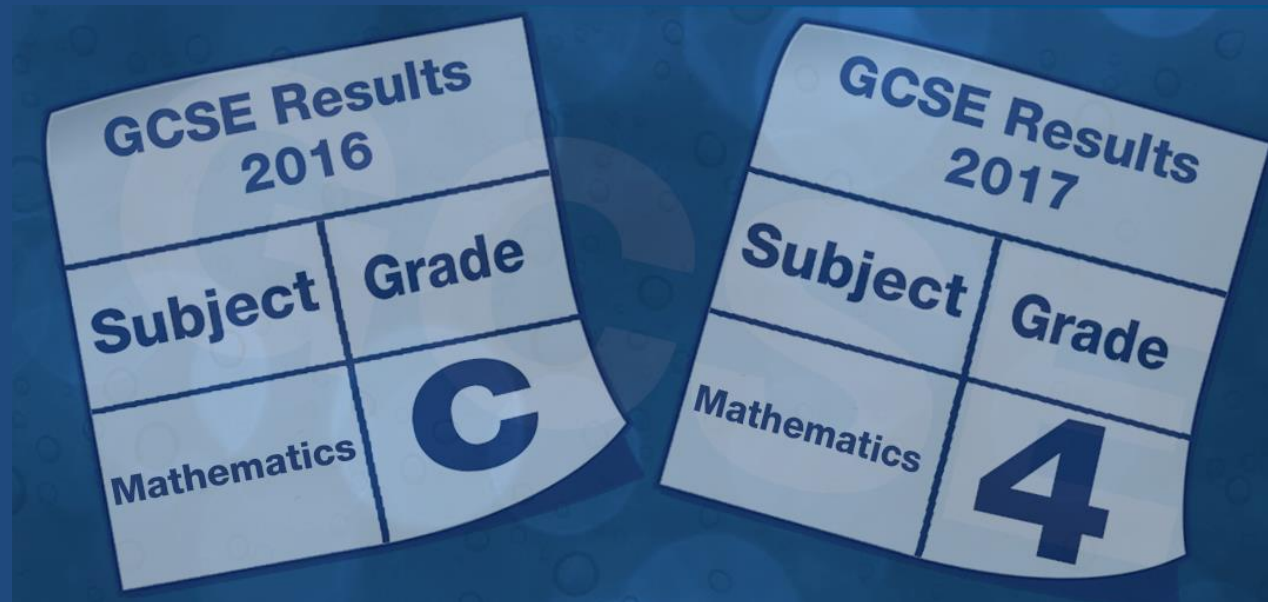
Reforming Key Stage 4 (GCSE) Qualifications

- GCSE **mathematics** provides greater coverage and is more challenging for those aiming to achieve top grades. There is a greater emphasis on problem solving and teaching about personal finance is now compulsory.
- GCSE **English Language** requires higher level reading skills and good, accurate written English, which will better prepare students for further study and work.
- GCSE **English Literature** encourages students to read, write and think critically; it assesses students on challenging and substantial whole texts and on shorter unseen texts. Students will no longer be provided with copies of the novels or plays in the exams.
- Most GCSE examinations are un-tiered.
- Controlled assessments have been removed from the English assessment process.
- All GCSE examinations to recognise and reward accurate spelling, punctuation and grammar.

Curriculum Change – Year 10

Reforming Key stage 4 (GCSE) Qualifications

- A new GCSE grading scale that uses the numbers 1 to 9 to identify levels of performance (rather than A*-G), with 9 being the top grade (4 being roughly equal to the old C grade)
- All subjects are now using the new grading system for current Year 10



GCSE Results 2016	
Subject	Grade
Mathematics	C

GCSE Results 2017	
Subject	Grade
Mathematics	4

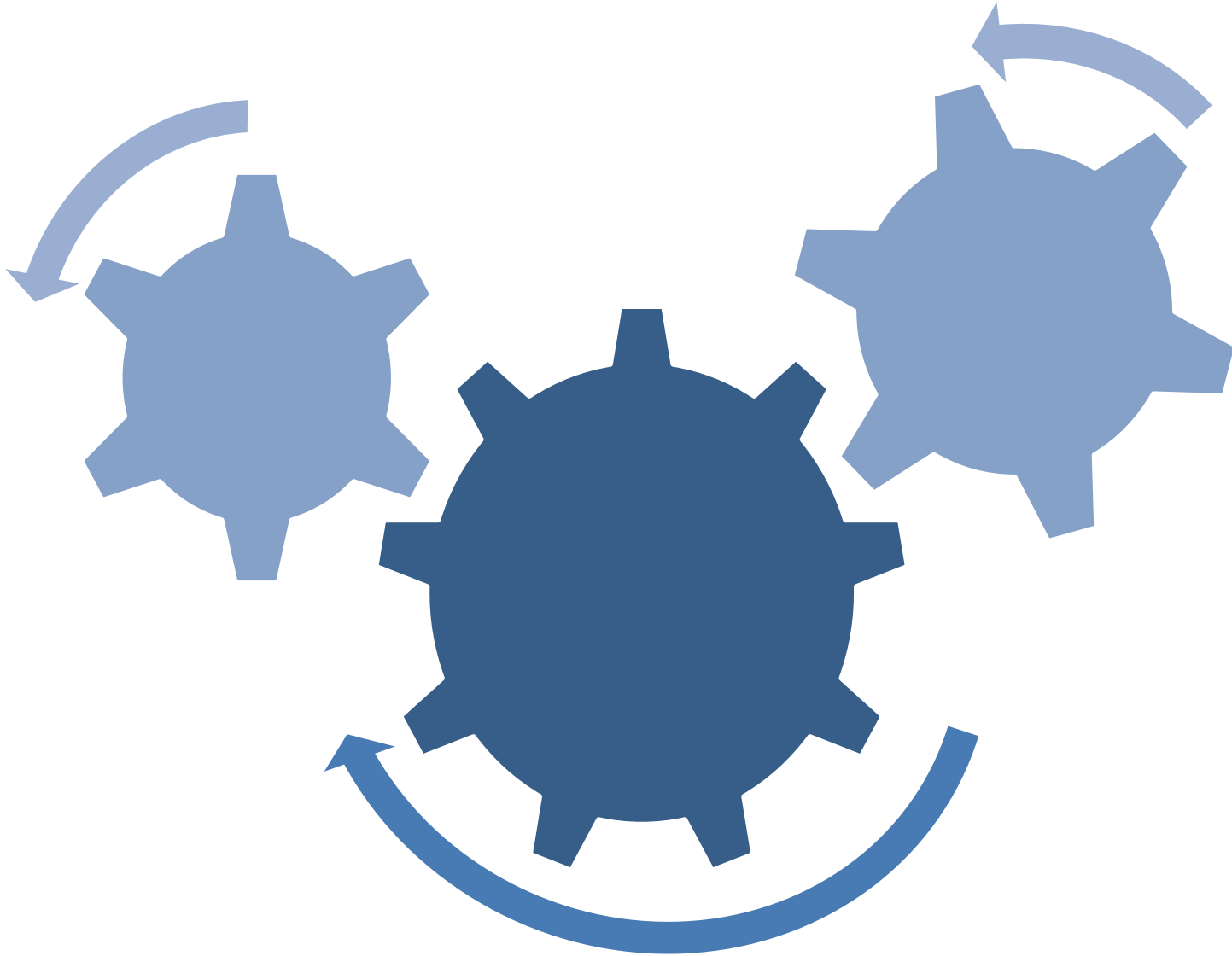
Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ STRONG PASS	
④ STANDARD PASS	C
3	D
2	E
1	F
	G
U	U

Option Subjects

- Year 10s have settled into their option subjects very well
- Very few requests to change subjects
- Very well behaved during recent Year 10 Exams
- There is no opportunity to drop subjects

How to help your child through their GCSEs



What can I do to help my child?

- Research has shown that pupil attainment is highly influenced by parent support
- The greatest improvement in grades comes from parent support at home

What can I do to help my child?

- Attendance
 - Please check our school calendar before booking anything.
- Equipment – do they have everything they need for school, especially if they have Non-Exam Assessments (NEAs) or exams
- Organisation – a lot more is expected of pupils in Year 10 and they may need help
- Make sure there is somewhere quiet they can study

Where to work when at home?

- Ideally where they can be observed
- Needs to be at a table or desk
- Not where they can see a TV
- Music can help, but should not be distracting
- No access to games consoles
- Not too much time on the computer

What can I do to help my child?

- Take an interest
- Communicate with teachers
- Keep your child focused on where they want to be at the end of Year 11
- Be there for them if they have worries or are finding the work difficult
- Keep them aware of these study tips:

Study tips

- Plan homework and revision and manage time well – don't start every task the day before it is due in
- Work in 30 minute chunks and then take a **SHORT** break to refresh the mind
- But - keep working on one task until it is complete – swapping tasks confuses the brain!
- Revision works best when done little and often – **START EARLY!** whether for tests or exams.

Study tips

- Don't work late at night
- Put away distractions – especially mobile phones, laptops, X-boxes etc.....
- Healthy living works – plenty of sleep, eat properly and drink plenty of water
- Use school staff for help and advice!

“Our Pact”

- Take control of your child’s screen time!
- ourpact.com allows you to
 - Block child’s Internet
 - Block child’s apps
 - Schedule Internet and app use according to your child’s daily routine
 - Establish screen-free bedtime, dinnertime, study time and family time
 - Block Internet and apps at-a-touch

<https://ourpact.com/>

Showmyhomework

- Your child should have given you a copy of their Showmyhomework slip, which includes a PIN for you, as parents to log on to.
- Showmyhomework can be used online or downloaded as an APP
- You, and your child can set up notifications and use the site to help organise work.
- You can also access the site through the School Website.

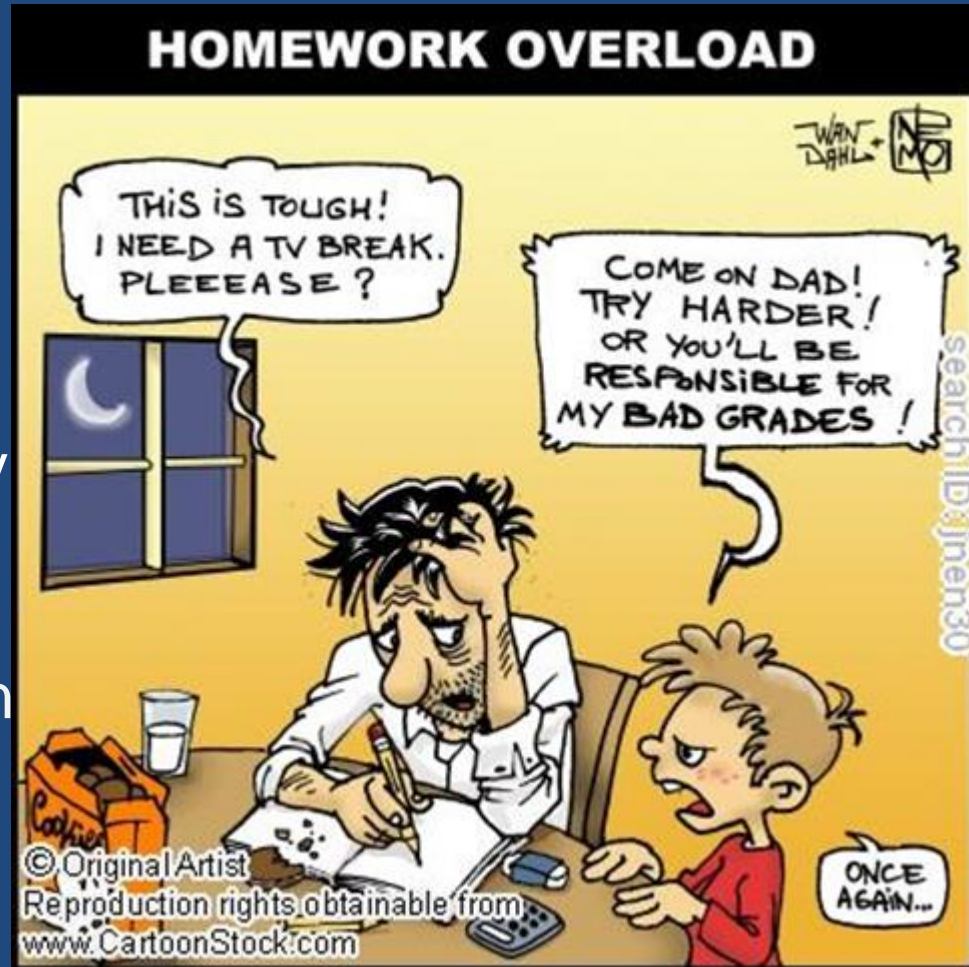
Homework and Independent Study

Use Show my Homework to monitor tasks being set.

Test students on key concepts.

Reward students for good study habits.

If there is no set homework then get the students to complete independent study - focussing on weaker areas.



GCSEPod

Kerboodle

Show my Homework

Google Classroom



TONIGHT ONLY!

★ ★ ★ ★ THE FIGHT OF THE YEAR ★ ★ ★ ★

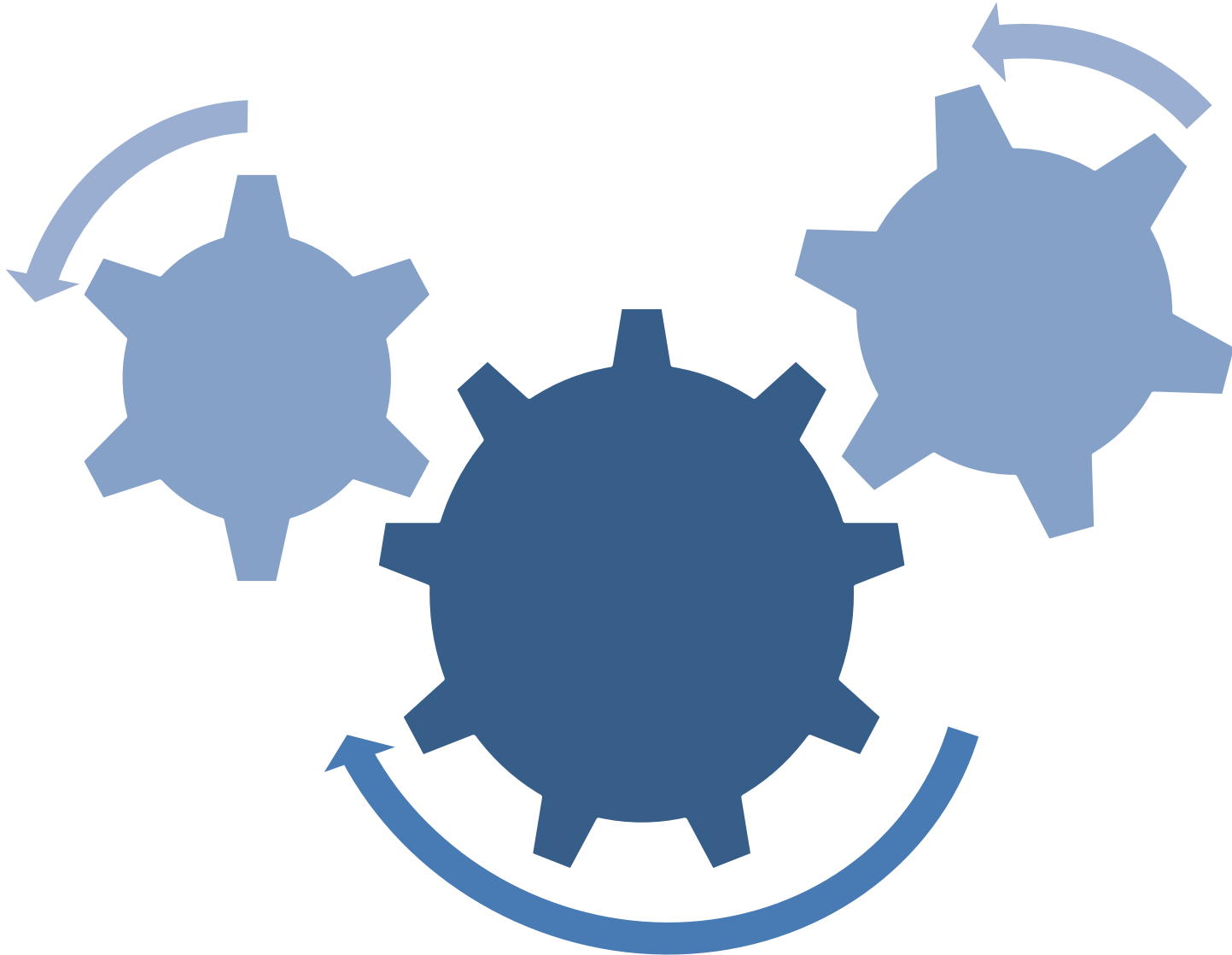


STUDENT

VS

FAVOURITING
PODCASTS 10

Developing Our Reporting Systems



Target Setting

- All student targets are initially based on FFT5 estimates, moderated against CATs scores.
- These are shared with parents when they become available (with a caveat about their statistical nature).
- Student targets are reviewed in term 6 of year 9 and again after year 10 exams. Amendments are allowed, where justified by evidence.
- KS4 reports contain targets.

Current Reports

Name of Student:

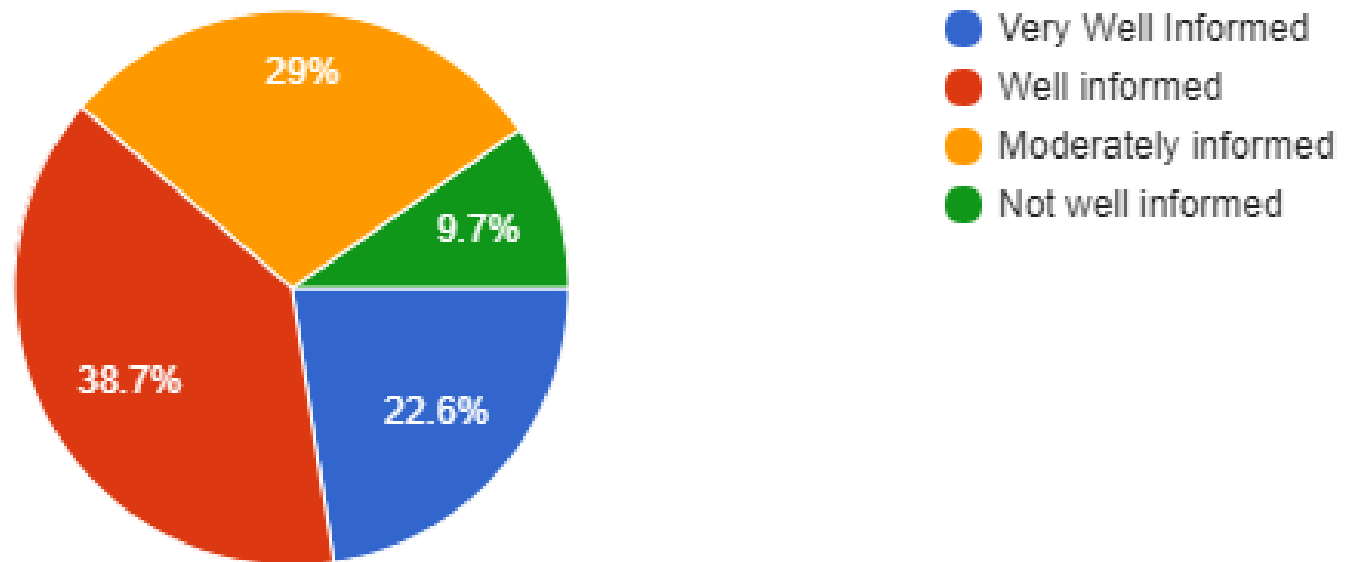


Subject	Target Grade	Predicted Grade	Progress	Equipment	Meeting Deadlines	Homework Quality	Concentration	Behaviour	Engagement in Learning	Acting on Feedback
Chemistry	7	5	4	2	3	2	3	2	3	2
English Language	7	6	2	2	3	3	2	2	2	2
English Literature	7	4	3	2	3	3	2	2	3	2
Ethics	7	6	2	2	2	2	2	2	2	2
History	7	5	2	1	2	2	2	2	2	2
ICT GCSE	C	C	3	2	3	3	2	2	2	3
Mathematics	6	4	3	2	3	3	2	2	2	2
Physics	7	5	3	1	2	2	2	2	2	3
Resistant Materials	A*	C	3	2	3	3	3	2	3	3

1. Are we consistent in AtL and Progress judgements?
2. Why are most judgements a 1 or 2?
3. Do parents (and students) fully understand all the information?
4. Does the data produced allow us to accurately identify students requiring reward or support?

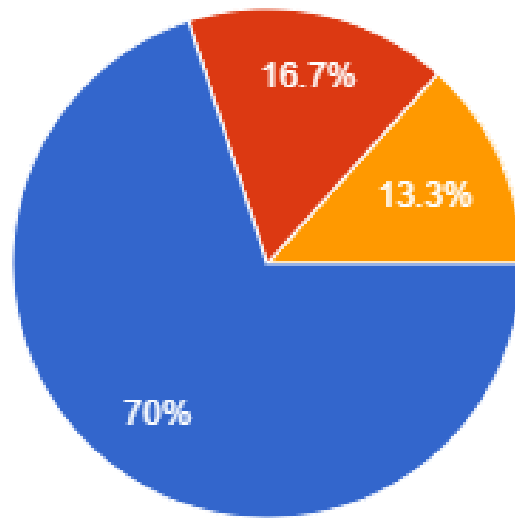
Overall, how well informed do you feel about your child's progress?

31 responses



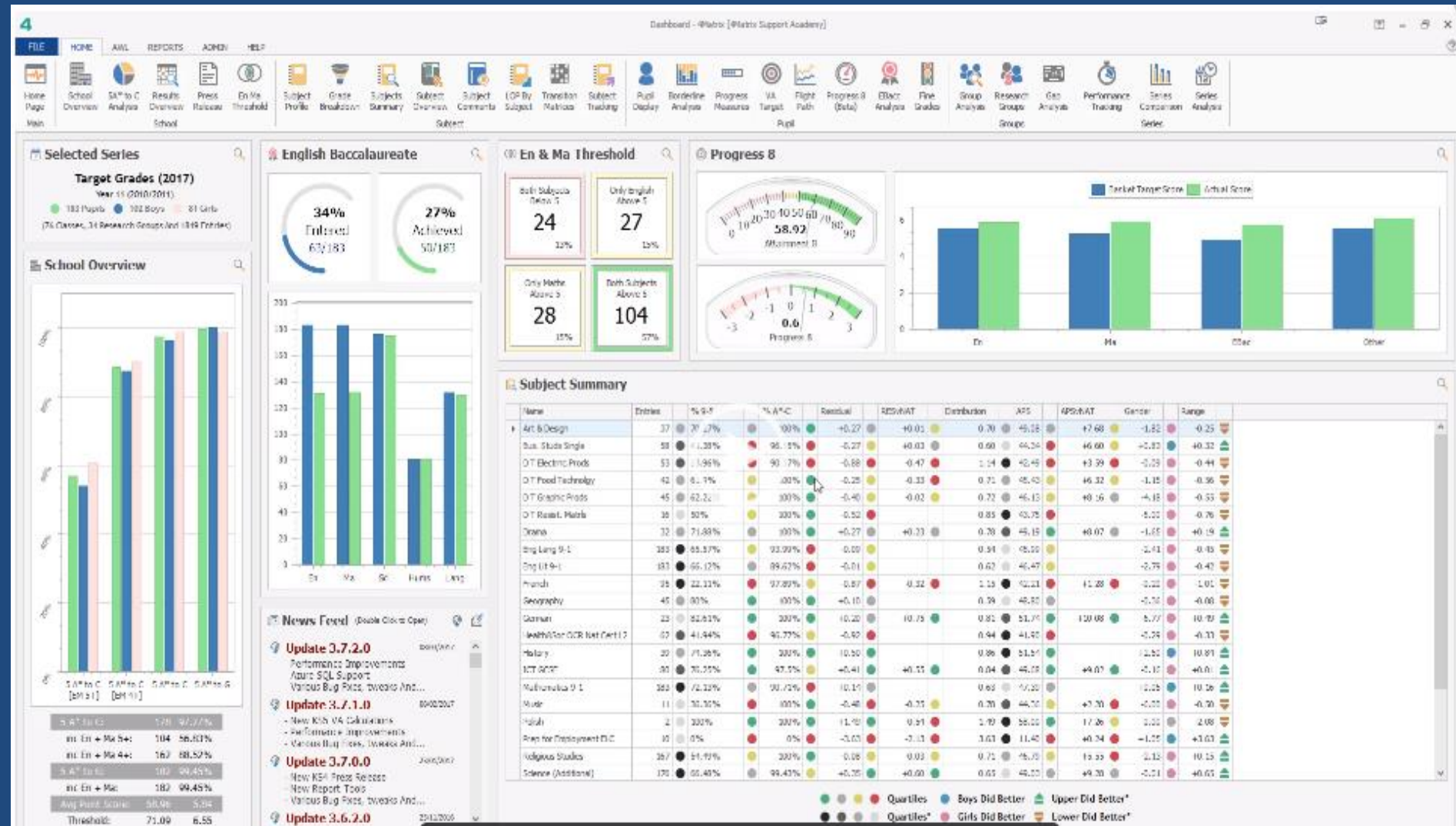
Do you feel you understand the information provided about your child's academic performance?

30 responses



- I understand all the information.
- I understand most of the information.
- I understand some of the information.
- I understand none of the information.

4 Matrix



Proposals for Reported Data

- Staff will input a predicted GCSE grade in all report sessions. We have systems in place to support staff in making objective, evidence based judgements.
- Our data management system will then compare the predicted grade to the target to determine the 1-4 progress aspect.
- In years 7,8 and 9 only the 1-4 progress judgement will be reported.
- In years 10 and 11 the predicted grade will also go onto the report.
- Teachers will have the ability to discuss the 1-4 progress grade with their Team Leader if they felt it to be inappropriate.

Progress Grades over Time

	10T2	10T4	10T6	11T2	11T4
3 grades above	1	1	1	1	1
2 grades above	1	1	1	1	1
1 grade above	1	1	1	1	1
on target	1	1	1	1	1
1 grade below	2	2	2	2	2
2 grades below	3	3	3	3	3
3 grades below	4	4	4	4	4
4 grades below	4	4	4	4	4
	4	4	4	4	4
	4	4	4	4	4
	4	4	4	4	4
	10T2	10T4	10T6	11T2	11T4

Proposals for Reported Data

AtL judgements continue to use a 4 point scale.

There would be a reduced number of AtL judgements.

- Behaviour for Learning
- Classwork
- Homework
- Organisation

We need to recalibrate our judgements

Grade	Progress	ATL
1	On course to exceed target	Consistently outstanding
2	On course to achieve target	Consistently very good
3	On course to be 1 grade below target	Inconsistent
4	Unlikely to achieve within 1 grade of target	Cause for concern

Proposals for Changes to Reports

All students receive 3 reports per year.

From September 2018, all year groups will receive their reports at the same time.

Recent progress judgements are included on reports so as patterns of improvement (or decline) are more easily identified.

Parents indicated they want more information about what a student needs to do to improve. Once a year students will be given a small number of learning targets for each subject.

The form tutor would write a summative comment on one report per year - this would reflect on academic performance and wider attributes and contributions to school life.

Name: John Doe

Tutor Group: 11SB

Date: 09 October 2017

Attendance: 87%

Lates: 12

Detentions 9

Commendations: 2



	Prediction	GCSE Target	10 PR1	10 PR2	10 PR3	10 PR4		11 PR1	11 PR2	11 PR3	Classwork	Learning Behaviour	Homework	Organisation
Biology	5	7	3	3	4	4		4	4		2	2	2	2
Chemistry	6	7	4	4	4	3		3	3		2	3	2	2
Eng Language	5	7	3	3	4	4		4	4		4	3	4	3
Eng Literature	7	7	3	4	3	2		2	2		3	3	3	3
History	7	6	3	3	2	1		1	1		2	2	2	2
Mathematics	6	6	3	3	3	2		2	2		2	2	2	2
Physics	6	7	3	3	3	2		2	2		1	1	1	1
Music	6	7	4	4	3	3		4	3		3	2	3	3
Ethics	6	6	2	2	2	3		2	2		2	2	-	2
Spanish	7	6	1	1	3	1		1	1		1	1	1	1

Targets for Improvement

English: Use more quotes in his analysis of texts
 Use the Point, Evidence, Explanation framework to structure his answers

Maths: Always show his working out
 Attempt the extension work provided

Science: Answer the weekly Past Exam Questions set on Show my Homework

GCSE	Attitude to Learning
Green – above target.	Green – outstanding - consistently goes beyond expectations.
Blue – on track	Blue – good - consistently meets expectations.
Purple – working towards target.	Purple – inconsistent - often meets expectations.
Red – Below target.	Red – often/regularly fails to meet expectations

Name: John Doe

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	Prediction	GCSE Target	10 PR1	10 PR2	10 PR3	10 PR4		11 PR1	11 PR2	11 PR3	Classwork	Learning Behaviour	Homework	Organisation
Biology	5	7	3	3	4	4		4	4		2	2	2	2
Chemistry	6	7	4	4	4	3		3	3		2	3	2	2
Eng Language	5	7	3	3	4	4		4	4		4	3	4	3
Eng Literature	7	7	3	4	3	2		2	2		3	3	3	3
History	7	6	3	3	2	1		1	1		2	2	2	2
Mathematics	6	6	3	3	3	2		2	2		2	2	2	2
Physics	6	7	3	3	3	2		2	2		1	1	1	1
Music	6	7	4	4	3	3		4	3		3	2	3	3
Ethics	6	6	2	2	2	3		2	2		2	2	-	2
Spanish	7	6	1	1	3	1		1	1		1	1	1	1

Tutor Comment: John is an able student with high targets. He has always been a pleasant and polite young man whose friendship and support is valued by his peers. It is pleasing to see he has made sustained improvements in history and physics and has maintained his excellence in Spanish. However John is still not making the required effort in English Language - action planning to address these subjects will be drawn up over the next two weeks. Poor attendance remains a major barrier to John making the required progress.

I am pleased to note that John does seem to be taking part more in tutor group discussions, he is enjoying his role as a digital leader and he continues to be an integral part of the school rugby team.

GCSE	Attitude to Learning
Green – above target.	Green – outstanding - consistently goes beyond expectations.
Blue – on track	Blue – good - consistently meets expectations.
Purple – working towards target.	Purple – inconsistent - often meets expectations.
Red – Below target.	Red – often/regularly fails to meet expectations

Post Reporting Intervention

Pastoral Leaders are responsible for celebrating the success of students with excellent ATLs and for putting in place intervention plans for any student whose predicted grades and AtL scores are below expectations in more than three subject areas.

Team Leaders are responsible for coordinating the actions for students whose predicted grade is below their target grade (who is not being intervened with by the pastoral team).

The senior team will review the progress of cohorts, sub-groups, departments and key individuals and monitor the impact of any interventions implemented.

Milestones

12th December - Team Leaders Meeting

Review of discussions with teams

Discussion on new AtL aspects and descriptors

18th December - Whole Staff Development

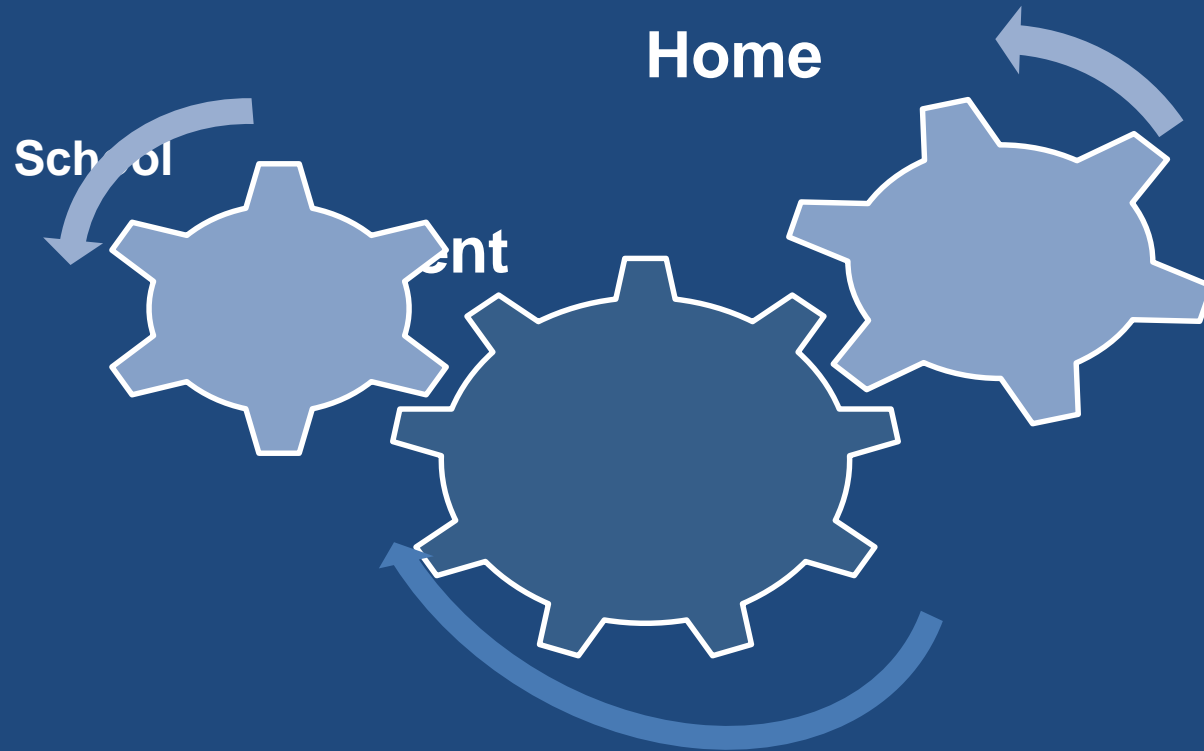
Introduction to new reporting systems - teams return to departments to discuss

16th January - Team Leaders Meeting

Team Leaders report back on team discussions - particularly about AtL

Final sign-off of new reporting system

16th January - Curriculum & Standards Governors



Thank you for coming

Any questions?



Please contact Simon Bamford

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