



“Valuing Everyone, Achieving Excellence”

Work Hard, Be Kind

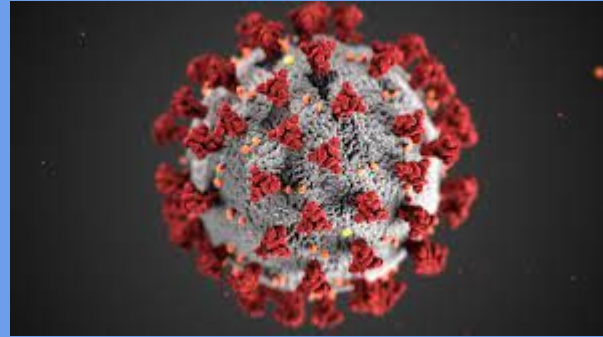




GCSE Readiness Evening

September 2023









BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

Will Teece, Headteacher

Telephone: 0116 287 9921 Website: www.brookvalegroby.com

UNIFORM AND BEHAVIOUR POLICY



- ✓ Black school trousers or black pleated school skirt
- ✓ Plain white shirt – tucked in
- ✓ School Tie
- ✓ School jumper (not PE hoody)
- ✓ All black shoes – no coloured logos



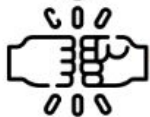
- ✓ Black socks no logos
- ✓ Lanyard
- ✓ One pair of small earrings
- ✓ Subtle make-up (no fake lashes/nails)



- ✓ We are polite. We say good morning and thank you.



- ✓ We are kind to others in our words and actions.



- ✓ We respect each other and our differences.



- ✓ We speak out and challenge when we hear things that are not right.



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CLASSROOM ROUTINES



- ✓ Enter classroom quietly
- ✓ Coats off
- ✓ Equipment out
- ✓ Stand silently behind your chair
- ✓ Uniform checked
- ✓ Greet the teacher



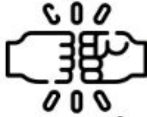
- ✓ Pack away quietly and quickly
- ✓ Stand behind your chair silently
- ✓ Student of the lesson
- ✓ Thank teacher
- ✓ Exit classroom in an orderly fashion



- ✓ We are polite. We say good morning and thank you.



- ✓ We are kind to others in our words and actions.



- ✓ We respect each other and our differences.



- ✓ We speak out and challenge when we hear things that are not right.



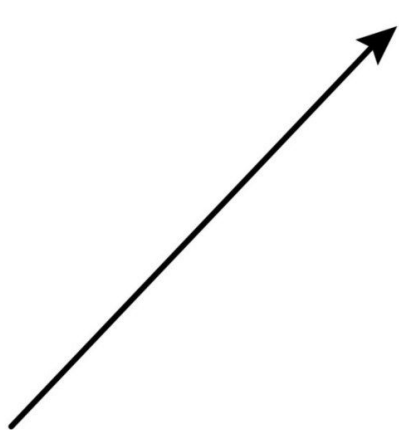


Journey to Success

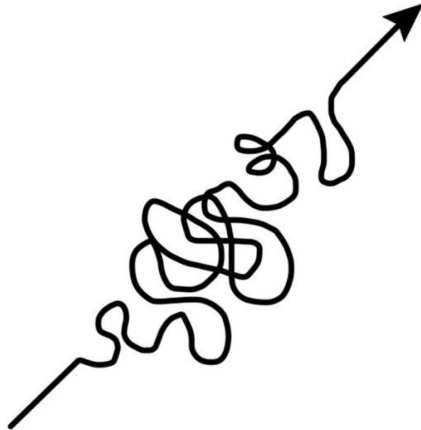


SUCCESS

SUCCESS



what people think
it looks like



what it really
looks like





GCSE RESULTS DAY!

24TH AUGUST 2023

To Brookvale Groby Learning Campus

#CLASSOF2023

#BGLC

#RESULTSDAY2023

post 16

Brookvale Groby Learning Campus

Valuing Everyone Achieving Excellence
Work Hard Be Kind



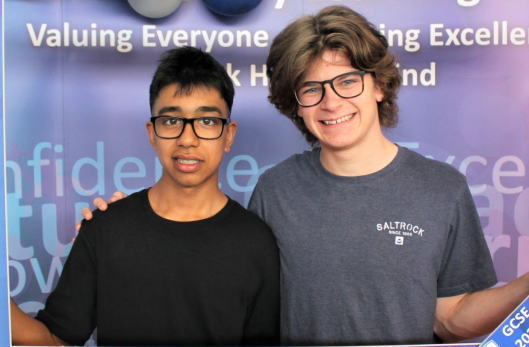
EXAM RESULTS DAY

www.brookvalegroby.com



Brookvale Groby Learning Campus

Valuing Everyone Achieving Excellence
Work Hard Be Kind



EXAM RESULTS DAY

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A LEVEL RESULTS DAY!

17TH AUGUST 2023

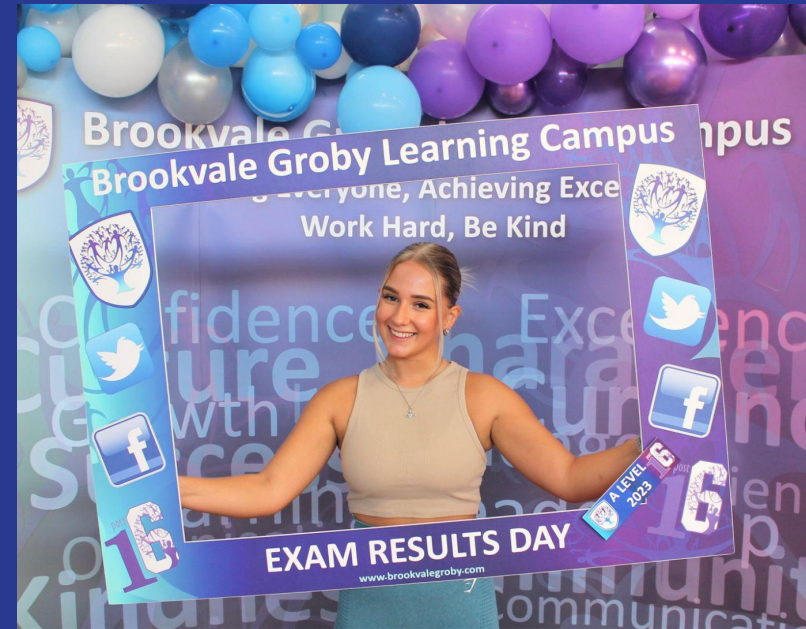
To Brookvale Groby Learning Campus

#CLASSOF2023

#BGLC

#RESULTSDAY2023

post 16



WIG: 'All Outcomes above National Averages



3 C's Underpin Everything:

Currency

- The best results possible for all

Character

- The best people possible

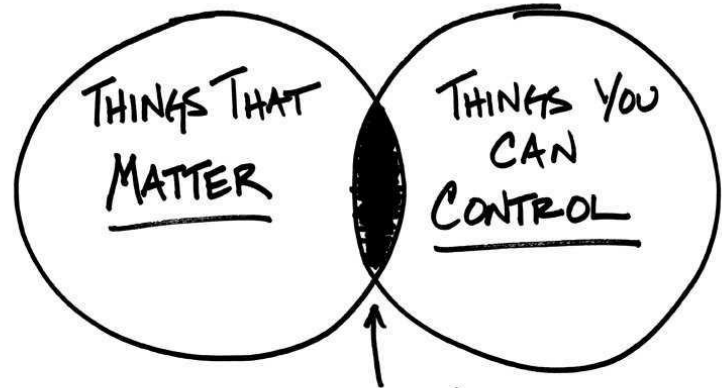
Culture

- The best community possible

"Ready, Responsible, Respectful"

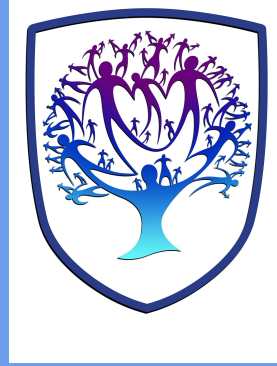


FOCUS ON WHAT
YOU CAN CONTROL



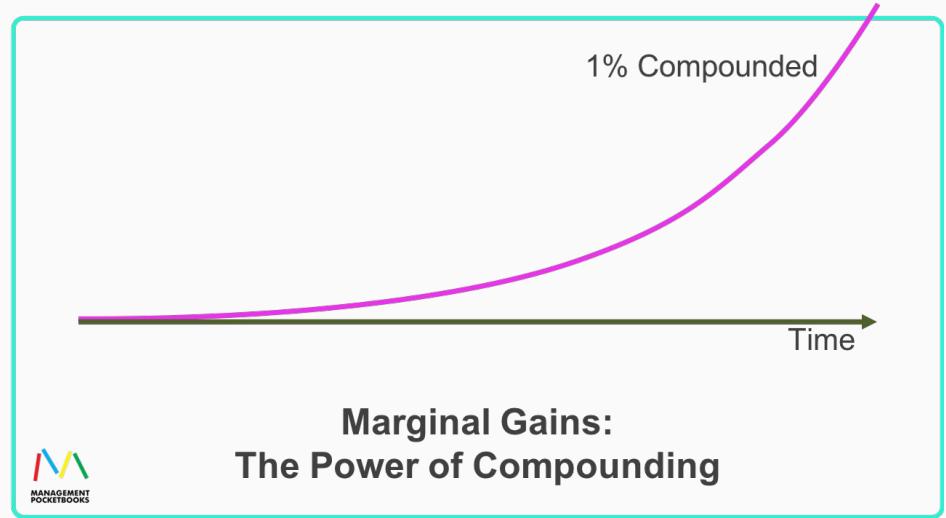
WHAT YOU SHOULD FOCUS ON

BEHAVIOR GAP



- Our effort levels
- Our response to challenge
- Our behaviour in class
- Our commitment to go the extra mile - attend revision, complete independent study
- Our levels of organisation
- Our punctuality to lessons
- Our attitude and approach
- To some extent our attendance

Marginal Gains



A growth mindset is key



Growth mindset is based on the principles that being 'smart' doesn't guarantee success. It is effort that guarantees success.

Research proves that when you praise effort not ability students achieve better grades / outcomes

Anyone can learn anything if they put their mind to it and work at it.

Attendance



Possibly the most important factor to determine success

Often the simplest factor parents can support school with

Better attendance = Better outcomes

2019 - 95% National Average

2023 - 89.9% National Average

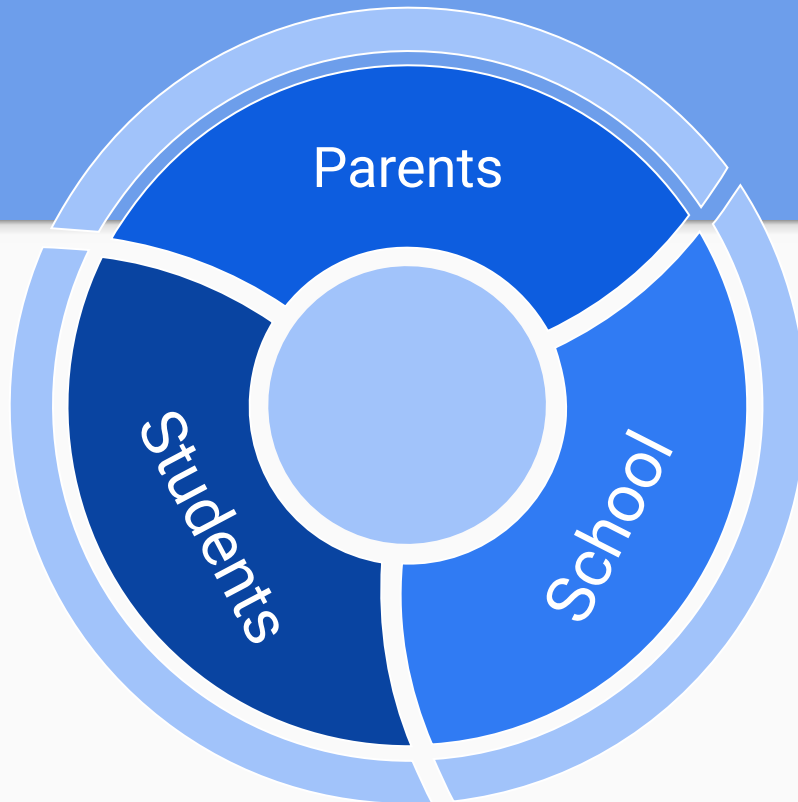


| Key Measure | 2023 Results | National Averages (Provisional SIARA) | Difference to National Average | Note |
|---------------------------------------|--------------|---------------------------------------|--------------------------------|--|
| Attainment 8 | 49.02 | 46.47 | +2.55 | |
| Progress 8 | | | | It isn't possible to predict accurately at this time but ours provisionally is positive. |
| English & Maths 5+ (strong pass) | 50.9% | 44.8% | +6.1% | |
| English & Maths 4+ (Standard pass) | 73.9% | 65.5% | +8.4% | |
| 5 Strong Passes inc English & Maths | 46.6% | 41.4% | +5.2% | |
| 5 Standard Passes inc English & Maths | 67.5% | 60.9% | +6.6% | |
| Ebacc Point score | 4.27 | 4.05 | +0.22 | |



| Key Measure 90% + Attendance | 2023 Results | National Averages (Provisional SIARA) | Difference to National Average | Note |
|--|-----------------|--|-----------------------------------|------|
| Attainment 8 T | 53.59 | 46.47 | +7.12 | |
| Progress 8 | | | | |
| English & Maths 5+ (strong pass) | 60.3% | 44.8% | +15.5 | |
| English & Maths 4+ (Standard pass) | 83.3% | 65.5% | +17.8 | |
| 5 Strong Passes inc English & Maths | 56.3% | 41.4% | +14.9% | |
| 5 Standard Passes inc English & Maths | 77.6% | 60.9% | +16.7% | |
| Ebacc Point score | 4.72 | 4.05 | +0.67 | |

A Strong Partnership



"We all want the best for your child and are working together to achieve their full potential"

Be your
Best.



More of the
time

Understand the qualifications and grading systems



KS4 Qualifications



We run 2 types of course:

- GCSEs
- BTECs / CNATs

BTECs and CNATs are vocational courses because they are linked to careers.

Both pathways are equivalent to each other although grading of them is different.

Assessment Structures

All courses are 2 year, linear courses

Practical GCSEs and vocational courses contain coursework as part of their overall assessment, although there is an examination element to all courses

Academic GCSEs are fully assessed through exams at the end of the two years

Grading



All GCSEs are graded 1-9, 9 being the highest grade

Science is equivalent to 2 GCSEs and is therefore given 2 grades from 1,1 to 9,9. These two grades can be different e.g 5,6

BTECs and CNATs are graded Distinction *, Distinction, Merit, Pass. (at level 1 and 2)

Some subjects have different entry tiers for examination. These tiers will limit the range of grades available to students. (Maths, Science, Languages)

How the new grades compare with the old ones



| Old grades | New grades |
|------------|-----------------|
| A* | 9 |
| A | 8 |
| B | 7 |
| | 6 |
| | 5 STRONG PASS |
| C | 4 STANDARD PASS |
| D | 3 |
| E | 2 |
| F | 1 |
| G | |
| U | U |

BTEC Tech Award Grading

| Level / Qualification Grade | Grade Equivalent |
|-----------------------------|------------------|
| Level 2 / Distinction* | 8.5 |
| Level 2 / Distinction | 7 |
| Level 2 / Merit | 5.5 |
| Level 2 / Pass | 4 |
| Level 1 / Distinction | 3 |
| Level 1 / Merit | 2 |
| Level 1 / Pass | 1.25 |

Source: Ofqual

Keep up to date with progress



You will get progress reports each term

Reporting Progress



You will receive a progress report each term and have the opportunity to discuss progress at the Parents Progress Evening

- Progress Report 1 - w/c 20 November
- Progress Report 2 - w/c 26 February
- Progress Report 3 - w/c 17 June
- Progress Evening - 7 March
- *Year 10 internal exam weeks 10 - 21 June*

Reporting Progress

- Reports will contain GCSE 'at' grades based on the work.
- Assessments will be on a scale of 1-6 and you are concerned about a subject teacher for up to 10 days.

Subject Report

| Subject | Qualification | Target Grade | Current Working Grade | Effort | Further information can be found here. |
|--------------------|---------------|--------------|-----------------------|---------|--|
| English Language | GCSE | 5 | 3 | Meeting | English |
| English Literature | GCSE | 5 | 3- | Meeting | English |
| Maths | GCSE | 4 | 2+ | Meeting | Maths |
| Science Double | GCSE | 4-4 | 2-2 | Meeting | Science |
| German | GCSE | 4+ | 3 | Meeting | German |
| H & SC | BTEC L2 | L2 Pass | L2 Merit | Meeting | H&SC |
| Business | GCSE | 5- | 3- | Meeting | Business |
| Media | GCSE | 6- | 5+ | Meeting | Media |
| Life Skills | | | | Meeting | |
| Core PE | | | | Meeting | |



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f

Reporting Progress



Reports will link to a 'How to be successful in..... document.

This will give you useful support in helping your child to make the best possible progress.

E.g [document](#)

Year 11 reports will also contain predicted grades.

Contacting staff if you have a concern



Contacting staff is straightforward if you have a concern. You can either call the campus or email them by using the website under '[Contact Us](#)'. All staff are listed on the contact us page.

Communication Policy

Staff will check emails at least once per day but they are not expected to reply during evenings, weekends or holidays.

Parents/Carers should expect an acknowledgement to a phone call or email within 48 hours of making contact, and a full response within 5 working days.



Supporting your child's learning at home

Parental support is important



- **Parental support is 8 times more important in determining a child's academic success than social class (Campaign for Learning research)**
- **The hardest demand on a student is understanding the long-term importance of doing the best they can.**
- **Students also differ in their levels of maturity, their ability to take responsibility for their learning, organisational skills and levels of motivation.**
- **This is where parents come in. Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of GCSE's.**

Supporting your child



- **High attendance 97%+ and excellent punctuality**
- **Provide a space to work at home**
- **Ensure that your child has the right equipment**
- **Support with homework and revision**
- **Talk to your child about school**
- **Contact us if you have concerns**
- **Get to know the specifications (Curriculum and assessment information is on our website)**



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BROOKVALE GROBY

STUDENT BULLETIN

Tutor Time Reading Programme

Curriculum Overview

Courses/Subjects ▶

Enrichment & Extended Support

Extra Curricular Activities

Homework ▶

Google Classrooms For Parents

Gifted and Talented

Student Bulletin

Staff Menu



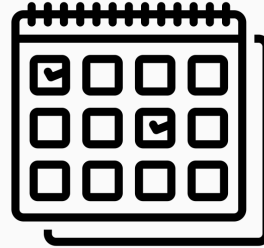
Homework at BGLC Years 10-11



Research on the effects of Homework



EEF research estimates that regular homework has an impact of 5 months of additional progress on a student compared to someone who doesn't do homework.



Studies show that secondary school students perform better with regular homework, if they work independently, and spend between 60-90 minutes per day

Homework - Key messages



In KS4, students will be expected to build on the routines they established in KS3 with 20:20:20 homework.

In order to give themselves the best possible chance of achieving their full potential in their GCSEs, they will need to complete weekly homework for all subjects.

Students will also still need to provide evidence of the learning they are doing to show to their tutor and teachers.

Supporting Literacy - Why it Matters



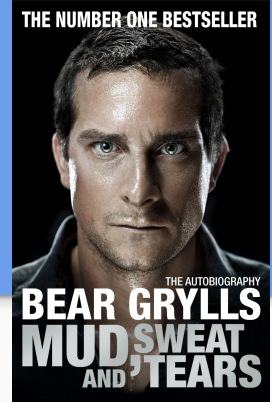
Academic research is clear about the importance of strong literacy.

Strong literacy

- Improves student outcomes across all subjects, including Maths & PE
- Allows students to make faster progress
- Enables students to spend less time reading in exams and more time writing answers
- Develops students' empathy

The Tutor Time Reading Programme

- Ten minutes of literacy focus every morning
- Tutors read to their tutees, modelling excellent reading skills
- All tutor groups read the same text, to encourage conversation amongst the entire year group
- Texts are challenging, varied, and both modern and classic
- This is evidence led because data suggests that a reading programme can impact positively on outcomes for all students (especially reluctant readers)



What have know about the GCSEs?

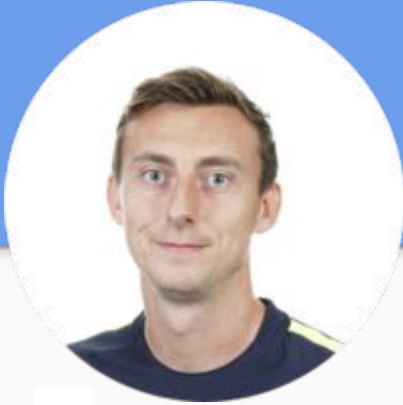


- The courses are demanding with more to learn and more exam papers
- Working hard pays off
- Excellent attendance improves outcomes
- Parental involvement is key to success
- Boys may need more 'parental support' because some boys have a lower level of intrinsic motivation to work hard and external pressures make it harder for them to achieve
- Boys are more likely to underperform in language / literacy based subjects because of the extended writing and level of organisation needed to learn lots of content



Supporting your child's learning at school

Year 11 Progress Team



Mr Jack Brownett
Progress Leader



Mrs Tointon
SENCo



Mrs Jordan
Head of Year



Miss Taz Johal
Assistant Headteacher



Ms Carol Hubbard
Deputy Headteacher



GCSE
English Language
Personalised Learning Checklist

Name: _____

| | | | |
|--------------|------------------------|--------------------|-------|
| Exam Board | AQA | Name | _____ |
| Topic/Module | Language P2B (Writing) | My target grade is | _____ |
| Year Group | 10 | Class | _____ |

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

| | |
|---|---|
| G | I am very confident and I know this well |
| A | I am not very confident. I may need to check with my teacher and spend more time working on this |
| R | I am not confident about this at all. I need to check with my teacher and ensure I have what I need to become confident |


| Week | Topic/Unit Focus | R | A | G |
|------|---|---|---|---|
| | Content: the ideas you present in your writing | R | A | G |
| | Aim my writing to a specific audience | | | |
| | Write with a specific purpose in mind | | | |
| | Use vocabulary to help present my ideas | | | |
| | Organisation: how it all fits together | R | A | G |
| | Use structural features to help organise my writing | | | |
| | Present a range of ideas that are connected to each other | | | |
| | Link my paragraphs together to form a piece of writing that fits together | | | |
| | Technical accuracy: good spelling, punctuation and grammar | R | A | G |
| | Write in clear sentences with the correct punctuation | | | |
| | Use a range of punctuation accurately in my writing | | | |
| | Write use a range of sentence types | | | |
| | Use accurate spelling for words | | | |
| | Use a range of vocabulary to help express my ideas | | | |

Therapy: What am I going to do to improve my skills and understanding?

Where am I going to find additional support for independent study and revision?

Personalised Learning Checklists (PLCs)


Students are to use these to identify knowledge gaps. Independent study should be prioritised for those areas that are red and yellow.



F Brookvale Groby Learning Campus
 Knowledge Organiser: Mathematics
 Year: 10 Topic: Algebraic Proficiency - Visualising

Velocity Time Graphs

The car was travelling at a constant speed of 2 m/s for this section of the journey.



During this part of the journey the car was accelerating at a rate of:

$$\frac{5-2}{5-3} = \frac{3}{2} = 1.5 \text{ m/s}^2$$

Treat this shape as a trapezium to work out the area.

Golden rules

- 1

The **gradient** of a velocity-time graph tells you the **acceleration**.
 The most common units of acceleration are **m/s²**.

Acceleration = $\frac{\text{Change in velocity}}{\text{Change in time}}$
- 2

The **area underneath** a velocity-time graph tells you the **distance travelled**.

If you have to estimate the area under a curve use the techniques shown on the next page.

Be careful when reading scales on graphs. 10 small squares represent £50 so each small square represents £5.

| Number of T-shirts | Terry's T-Shirts (£) | Shirt-o-Graph (£) | Pam's Printing (£) |
|--------------------|----------------------|-------------------|--------------------|
| 0 | 50 | 100 | 100 |
| 10 | 75 | 125 | 125 |
| 20 | 100 | 150 | 150 |
| 30 | 125 | 175 | 175 |
| 40 | 150 | 200 | 175 |
| 50 | 175 | 225 | 200 |
| 60 | 200 | 250 | 225 |

Terry's T-shirts would be cheapest if you were ordering 10 T-shirts.

A horizontal line means no movement: Jodi rested here for 15 minutes.

The gradient of the graph gives Jodi's speed.

This is when Jodi turned around and started heading back home.

The horizontal scale might be marked in minutes or hours. Remember that there are 60 minutes in 1 hour.

Straight lines mean that Jodi was travelling at a constant speed.

Jodi sped up when she was nearly home. The graph is steeper here.

At 13:15 Jodi was 1.4 miles from home.

| Time | Distance from home (miles) |
|-------|----------------------------|
| 13:00 | 1.4 |
| 13:30 | 2.8 |
| 14:00 | 2.8 |
| 14:30 | 4.8 |
| 15:00 | 0 |



humanutopia

empowering young people to make positive change





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BROOKVALE GROBY

KS4 'HOW TO SUCCEED'

Click on the subject links below to learn 'HOW TO SUCCEED':

ADT:

Art

Design Engineering

Food

Graphics

Textiles






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'Parent Apps' available and in use here at BGLC:

| Product | Description | Link and How System is Accessed | Accessed by Parent or Student |
|--|--|--|-------------------------------|
|  | Google Classroom - This is essentially an online learning environment, much like a virtual school. Lessons can be set within it, assignments completed and resources uploaded. We use this to support independent learning and compliment on site provision. | https://edu.google.com/intl/en_uk/products/classroom/ | |
|   | | Students provided with instructions and login details by their tutor. Parents emailed info and CONTACT: TJO/IT | Student |



Successful revision - the proven techniques

- **Distribute the revision**
(Start early and regularly revisit topics - revision is best done in lots of small sessions)
- **Try different strategies** to find the ones that work best
- **Practise!** *(testing, past paper questions)*

Buying resources



Revision guides, text books and stationery can be bought from our online shop. This is linked to your Arbor account



What can GCSE success look like?

Our Results - GCSE Headlines (2023)



In 2023 our students have achieved higher than the National average and have made better progress

| Measure | Brookvale Groby | Provisional National |
|--|-----------------|----------------------|
| Average grade | 4.9 | 4.65 |
| % of grades at 4+ | 76.6% | 67.8% |
| % of students achieving at least 5 standard passes | 67.5% | 60.9% |
| % of Students achieving at least 5 strong passes | 46.6% | 41.4% |

Our Results - GCSE English and Maths (2023)



| Measure | Brookvale Groby | Provisional National |
|--|-----------------|----------------------|
| % 9-4 in English | 81.2% | 75.9% |
| % 9-4 in Maths | 80.8% | 70.8% |
| % of students achieving 9- 4 in both English and Maths | 73.9% | 65.5% |
| % of students achieving 9- 5 in both English and Maths | 50.9% | 44.8% |



Next steps after GCSEs

- Post 16 Open Evening is Thursday 13th October. Year 10 parents are more than welcome to attend.
- During Year 11 we will have Post 16 taster lessons, where students will experience Post 16 lessons across a range of subject areas.
- Students will make their application through PS16 during dedicated Life Skills lessons.
- Our Post 16 team are available to answer any queries on post16@brookvalegroby.com

**Good luck to the
Class of 2025**

