



“Valuing Everyone, Achieving Excellence”

Work Hard, Be Kind





Brookvale Groby Learning Campus
Valuing Everyone, Achieving Excellence





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GCSE Readiness Evening

Yr 10 - 2024



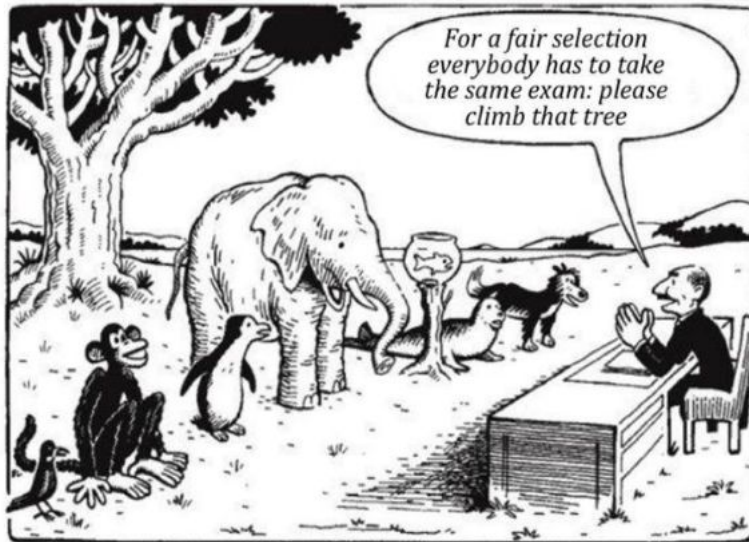
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Year 10 = Base Camp

Year 11 = Advanced Base Camp - Two Terms



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein





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AMAZING FUTURES

KS4 Overall Results

	2019 (National)	2022 (National)	2023 (Sisra CD1)	2024 (Sisra CD1)
5 standard passes incl. EM	69.3% (60.6%)	74.9% (65.8%)	67.5% (60.9%)	73.7% (60.5%)
5 Strong passes incl. EM	49.6% (39.4%)	52.3% (46.9%)	46.6% (41.4%)	47.0% (41.8%)
Average point score for Ebacc	4.45 (4.07)	4.51 (4.27)	4.26 (4.05)	4.36 (4.07)
9-5 in English and Maths	50% (42.4%)	54.4% (50%)	50.9% (44.8%)	51.3% (45.5%)
9-4 in English and Maths	73% (64.9%)	79.9% (69.3%)	73.9% (65.5%)	80.1% (65.5%)
A8	50.57 (46.87)	52.29 (48.8)	49.02 (46.47)	49.62 (46.62)
P8	-0.02	-0.01	-0.02 (0.01)	+0.02 (+0.01)





Year 13 (on roll) (Colour coding based on comparison with 2023)	Results 2024 (2023)
	All (104)
% A*-A (D*)	22.6% (22.2%)
% A*-B (D*)	49.4% (45.0%)
% A*-C (D* - D)	72.6% (71.0%)
% A*-E (D* - P)	97.4%(96.4%)
APS per student	103.09 (101.68)
Av best 3 A levels	C+ (C+)

Year 11 (Colour coding based on comparison with 2023)	Overall Attainment 8	English (Highest double counts)	Maths (Double Count)	EBacc (Best 3 results)	Open (Best 3 results)	Progress 8 estimate Sisra CD1 (2023)
All	49.62 (49.02)	10.28 (10.09)	10.18 (10.09)	14.54 (14.35)	14.60 (14.49)	+0.02 (-0.04)
Attendance > 95% (146)	53.35	10.96	10.89	15.68	15.81	+0.36
Attendance > 90% (172)	52.67	10.77	10.83	15.54	15.53	+0.30
Attendance > 80% (210)	51.67	10.63	10.57	15.25	15.22	+0.18
Attendance < = 80% (26)	33.03	7.54	7.08	8.81	9.61	-1.25



Yr13 Results by Attendance group

Attendance	Average Total Pts	Average pts per entry	Average Grade
$\geq 95\%$ (57)	111.25	35.51	B-
$> 90\%$ (82)	106.3	34.02	C+
$> 80\%$ (93)	105.5	33.59	C+
$\leq 80\%$ (10)	79.00	28.21	C-



HEADLINE





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PROUD

MAKE YOURSELF
Proud

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FACT: The more time your child spends in school, the better your child's attainment.



2019 - 95% National Average

2023 - 89.9% National Average

2024 - 90 % National Average

BGLC - 92%





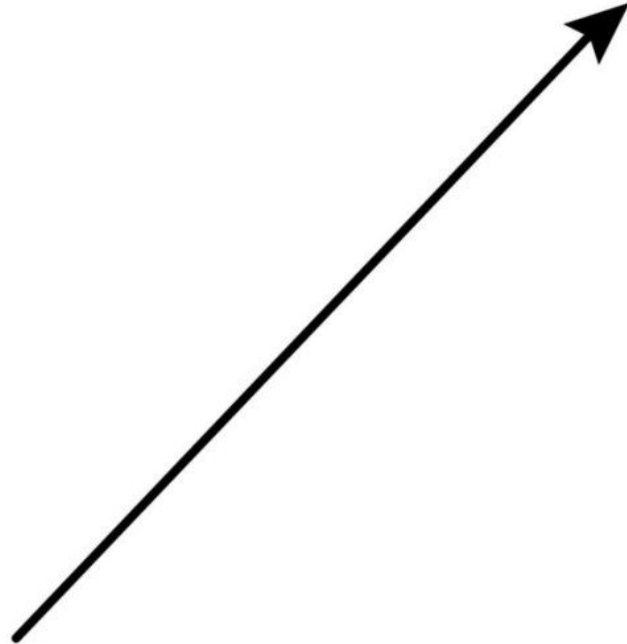
Restless



ONE SHOT

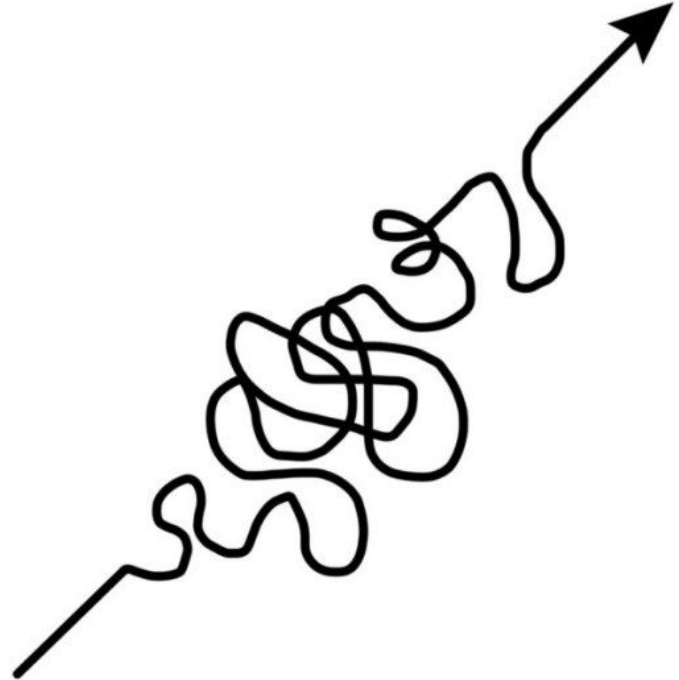


SUCCESS



what people think
it looks like

SUCCESS



what it really
looks like



BGLC Campus







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UNIFORM AND BEHAVIOUR POLICY

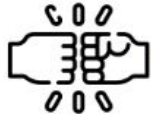
	<ul style="list-style-type: none"> ✓ Black school trousers or black pleated school skirt ✓ Plain white shirt – tucked in ✓ School Tie ✓ School jumper (not PE hoody)
	<ul style="list-style-type: none"> ✓ All black shoes – no coloured logos ✓ Black socks no logos ✓ Lanyard ✓ One pair of small earrings ✓ Subtle <u>make-up</u> (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.



CLASSROOM ROUTINES

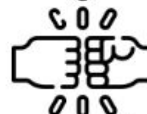
	<ul style="list-style-type: none"> ✓ Enter classroom quietly ✓ Coats off ✓ Equipment out ✓ Stand silently behind your chair ✓ Uniform checked ✓ Greet the teacher
	<ul style="list-style-type: none"> ✓ Pack away quietly and quickly ✓ Stand behind your chair silently ✓ Student of the lesson ✓ Thank teacher ✓ 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.

WIG: 'All Outcomes above National Averages

3 C's Underpin Everything:

Currency

- The best results possible for all

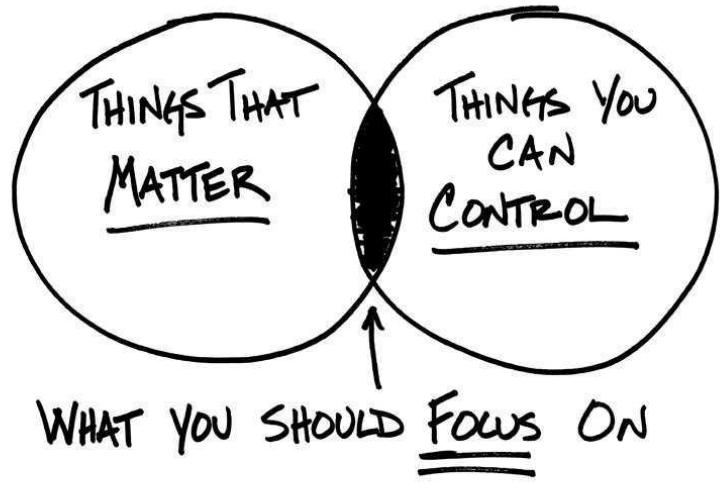
Character

- The best people possible

Culture

- The best community possible





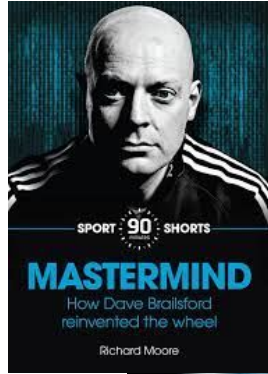


10 THINGS THAT REQUIRE ZERO TALENT

- 1. BEING ON TIME**
- 2. WORK ETHIC**
- 3. EFFORT**
- 4. BODY LANGUAGE**
- 5. ENERGY**
- 6. ATTITUDE**
- 7. PASSION**
- 8. BEING COACHABLE**
- 9. DOING EXTRA**
- 10. BEING PREPARED**



Marginal Gains



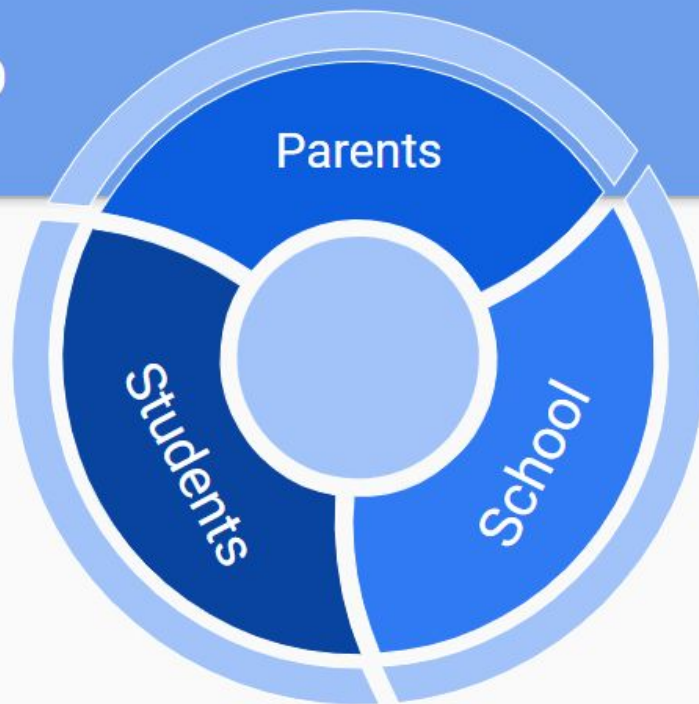
**Marginal Gains:
The Power of Compounding**

1% Compounded

Time



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
C	6
	5 STRONG PASS
	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 25 November
- Progress Report 2 - w/c 24 February
- Year 10 Mock Report 3 - w/c 7 July
- **Progress Evening - 6 March**
- *Year 10 internal exam weeks 9 - 20 June*

Reporting Progress

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

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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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)**



0116 287 9921



Brookvale Groby
Learning Campus



OUR CAMPUS ▾

ADMISSIONS ▾

STUDENTS ▾

PARENTS ▾

POST 16 ▾

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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



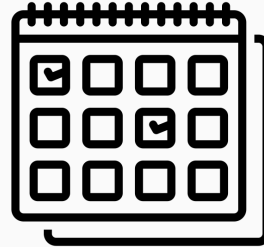
Homework at BGLC **Years 10-11**



Research on the effects of Homework

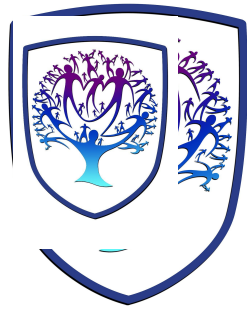


EEF research estimates that regular homework has an impact of 5 months of additional progress on a student compared to someone who doesn't do homework.



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



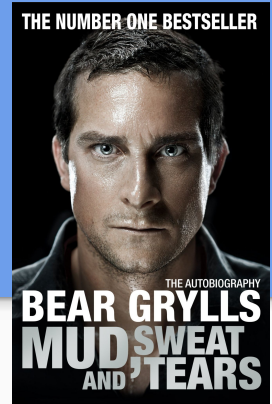
Academic research is clear about the importance of strong literacy.

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 we know about the GCSEs?

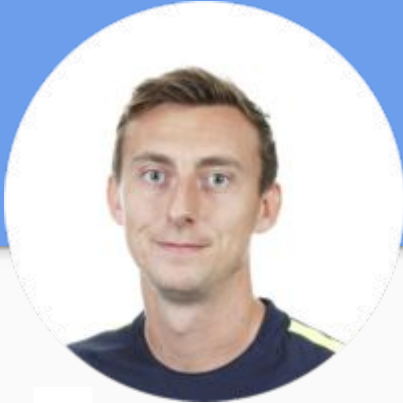


- The courses are demanding with a lot to learn and more exam papers
- Working hard pays off
- Excellent attendance improves outcomes
- Parental involvement is key to success
- Boys may need more 'parental support' because some boys have a lower level of intrinsic motivation to work hard and external 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 10/11 Progress Team



Mr Jack Brownett
Progress Leader



Mrs Tointon
SENCo



Mrs Clarke
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.

Learning journeys and knowledge organisers



Learning Journey
Year 7-13 REVISION

1. THE TREE

2. THE TREE

3. THE TREE

4. THE TREE

5. THE TREE

6. THE TREE

7. THE TREE

8. THE TREE

9. THE TREE

10. THE TREE

CURRICULUM OVERVIEW

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

Velocity Time Graphs

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

During this part of the journey the car was accelerating at a rate of: $\frac{5-2}{8-3} = \frac{3}{5} = 0.6 \text{ m/s}^2$

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

Golden rules

- The gradient of a velocity-time graph tells you the acceleration.
The most common units of acceleration are m/s^2 .
$$\text{Acceleration} = \frac{\text{Change in velocity}}{\text{Change in time}}$$
- 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.

You can draw graphs to explain real-life situations. This graph shows the cost of buying some printed T-shirts from three different companies.

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

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

Company	Cost (£)	Additional shirts cost (£)
TERRY'S T-SHIRTS	No minimum order	£5 per shirt
SHIRT-O-GRAPH	£50	£2.50 per shirt
BAM'S PRINTING	£100	Additional shirts just £2

A distance-time graph shows how distance changes with time. This distance-time graph shows Jodi's run. The shape of the graph gives you information about the journey.

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.



humanutopia

empowering young people to make positive change





BROOKVALE GROBY

KS4 'HOW TO SUCCEED'

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

ADT:

- Art
- Design Engineering
- Food
- Graphics
- Textiles






BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

Will Teece, Headteacher

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

'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?**

Next steps after GCSEs



- Post 16 Open Evening is Thursday 17th October. Year 10 parents are more than welcome to attend.
- Summer term Year 10 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 in year 11 Autumn term
- Our Post 16 team are available to answer any queries on post16@brookvalegroby.com

**Good luck to the
Class of 2026**

