

GCSE Information Evening



September 2021

GCSE Results

- Impressive & sustained improvement since 2017
- Majority of subjects achieving above the national average
- Impressive numbers attaining the very top grades: 70+ on average
- Centre assessed grades replaced exams in 2020 & 2021
- Performing amongst the top schools in Leicestershire

But..... we are relentless in ensuring we provide each Year 11 with the very best experience and education



Current Grading Structure	Previous Grading Structure	Vocational Grading Structure
9	A*	L2 Distinction*
8		
7	A	L2 Distinction
6	B	Level 2 Merit
5		
4	C	Level 2 Pass
3	D	Level 1 Distinction
2	E	Level 1 Merit
1	F G	Level 1 Pass
U	U	U



What do we do that makes a difference?

- Persistent focus on what happens in the classroom
- Rigorous checking of current and predicted grades
- High levels of challenge for all students
- High expectations of students in terms of attitude to learning and behaviour
- Every opportunity for students to access academic and emotional support
- Relentless positivity - “you can do it/ it’s not too late/ get it done!”
- Rewards and recognition
- A stable staffing profile of teachers who have a track record of delivering excellent GCSE outcomes



Where are the pressure points?

Year 10		Year 11	
Sept.	Start of GCSE courses	Sept.	Start of Year 11 & Year 11 Parent Evening
Weds 13th Oct.	Year 10 settling in evening	Oct/Nov.	Work Experience week (w/b 11/10/21)
Feb/March	Year 10 Parent Evening	Nov.	Mock Exams
March/April	Mock exams	Dec.	Mock Results
All year	Deadlines for assessments for vocational courses	Feb.	Post 16 applications
June	Work experience	Feb.	Core mock exams (Eng/Math/Sci)
		April	Project & Coursework deadlines
		Easter	Revision classes
		May	GCSE exams start
		Mid-June	Study leave

Where are the pressure points?

Year 11	
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How the school supports your child

Subject intervention

- Based on our assessments and reports
- Academic mentoring and coaching
- Targeted teaching in class to areas of need

Pastoral support

- Personal mentoring and coaching
- Careers advice and revision guidance
- Managing stress/ mindfulness

Extra sessions

- Targeted to different abilities;
 - Reaching the highest grades
 - achieving Grades 4 or 5
 - fulfilling potential
- After school/ lunch/ holidays

Resources

- Access to online learning tools
- Appropriate revision guides available to purchase
- Support for students entitled to free school meals



Attend today ACHIEVE TOMORROW

80%

ATTENDANCE

38

DAYS MISSED

7 WEEKS 3 DAYS

UNACCEPTABLE

85%

ATTENDANCE

28

DAYS MISSED

5 WEEKS 3 DAYS

UNACCEPTABLE

90%

ATTENDANCE

19

DAYS MISSED

3 WEEKS 4 DAYS

POOR

95%

ATTENDANCE

9

DAYS MISSED

1 WEEK 4 DAYS

SATISFACTORY

100%

ATTENDANCE

0

DAYS MISSED

EXCELLENT



DON'T BE THE ODD ONE OUT.

#everydaycounts

What should you expect your child to be doing?

- Attendance: if they are not here they are not learning
- Attitude: is everything! Students want to do well and achieve
- Equipment: books, pencil cases, scientific calculators etc
- Homework/Revision: should be doing something most nights
- Extra sessions: running at lunch, after school and holidays
 - optional or *invite* to specific students
 - used to catch up, achieve a higher grade, revise a topic or complete projects or assessments



Team Effort



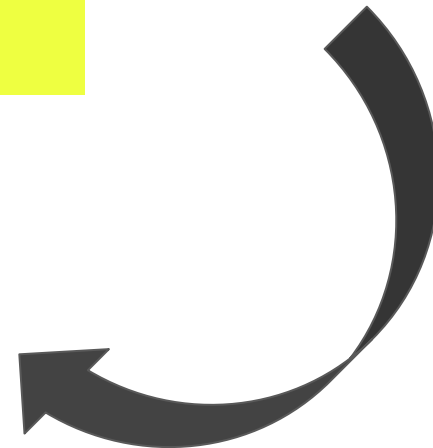
Parents/Guardians

*Together we can
achieve*

Students



*Teachers and
Support Staff*



How you can support your child?

“The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system.... The scale of the impact is evident across all social classes and ethnic groups.”

(DfE report, 2011)



What the parents say....

“My son said that the biggest help for him was that he wasn’t given a choice about revising. There wasn’t any cash incentive or permission to do extra things if he did revision, he just did not have a choice. He wasn’t allowed to revise in his room (as I knew he wouldn’t do it), he had to do how long and when I said so. I created a revision timetable and he just had to do it. Sounds a bit harsh now as I’m typing it but both my son and I now agree, (he obviously didn’t at the time), that had I not been so strict then he simply would not have done it. Unfortunately not all of them have got it in them to organise themselves.”

“We had to introduce a no phone upstairs policy!”

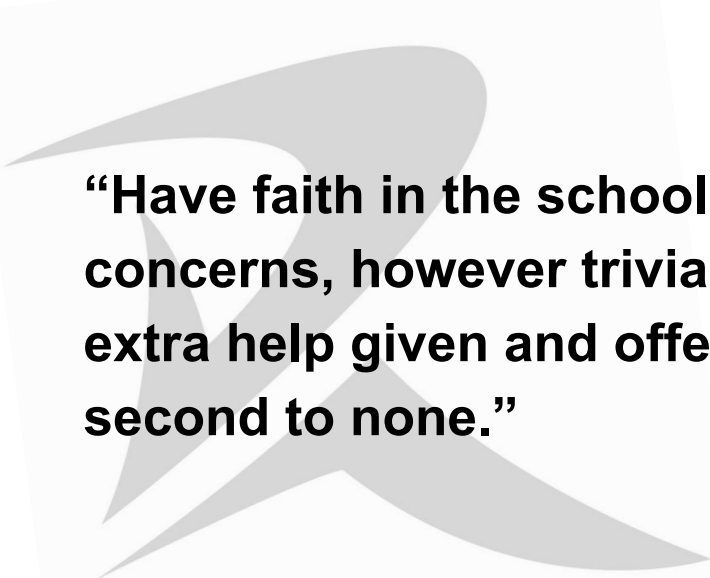
“Take all the opportunities that are offered by Redmoor, including holiday revision sessions, after school etc. Encourage plenty of rest and a quiet place to revise for exams and plenty of support and encouragement.”

“I’d say good bedtime routine. Make sure you have a visual planner for revision, any extra classes if needed.”

“Encourage responsibility by working with your child to develop their own routines and hold them accountable.”

“Take interest in your child's work load and discuss reports to see how they are doing and how they feel - parents evenings are crucial. We had a bedtime routine which is important. Also, get involved in activities out of school hours.”

“Have faith in the school and speak to them about any worries or concerns, however trivial they may seem. Take advantage of all the extra help given and offered during the time at Redmoor. It is truly, second to none.”



What can you do to support your child?

A student perspective....

From our 'class of 2021'

Autumn

Samantha

Reuben



	8.30-10.30am	10.30-12.30	LUNCH	1.30-3.30pm	3.30-5pm	5-7pm	DINNER	8-10pm
Saturday	Lie in and b'fast	Football		Part-time Job				TV
Sunday	Match of Day	English		Football	Maths	French, History		
Monday	School				Drama	Biology, X Box		
Tuesday					F. Maths	X Box, Chem		
Wednesday					RE	French, X Box		
Thursday					E Lit, XB	Football	Footb	
Friday						Social Time		
Saturday					Lie in and b'fast	Football		
Sunday	Match of Day	Physics		Football	Maths	Chemistry, Biol		
Monday	School				Drama	History, X Box		
Tuesday					F. Maths	X Box, RE		
Wednesday					RE	Drama, X Box		
Thursday					Media, XB	Football	Footb	
Friday						Social Time		

Useful Resources

- Website
 - Curriculum & Learning: how we learn: KS4
 - Links to frequently used online resources
- Class Charts
- Google Classroom
- GCSE Pod



Introducing GCSEPod

gcsepod
education on demand

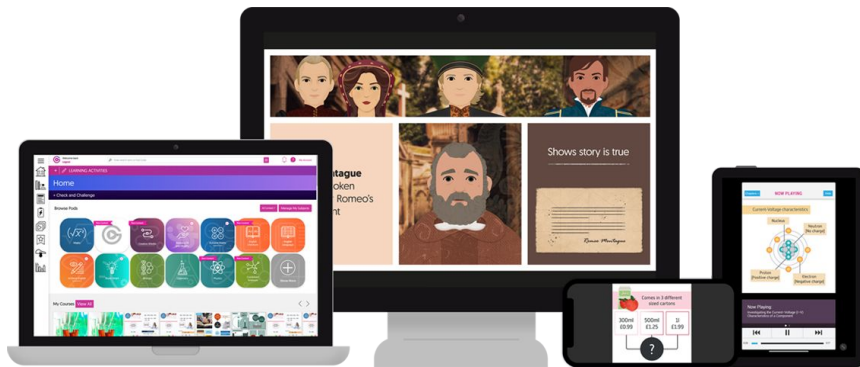


What is GCSEPod?

3-5
minute
'Pods'

28+
subjects

Easy
to use



- A revision platform accessible via a desktop site or Apple/ Android apps
- Contains over 6000 revision Pods (3-5 minute videos)
- Mapped to the curriculum and exam board specifications
- Students can build revision playlists, complete Check & Challenge quizzes, complete GCSE style questions and access workbooks for English & Maths
- Study skills “How to Learn” content and stress management support is also included
- *It's “The Netflix of GCSE Content!”*

An Introduction to GCSEPod



Use
GCSEPod
to learn

How will we use GCSEPod at KS4?

Consolidation

Revision

Revision in class

Bridging gaps

Preparation for their next lesson

Homework

Research

Assessment

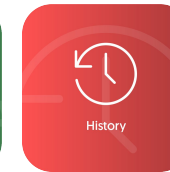
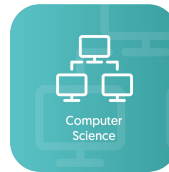
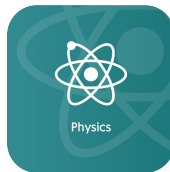
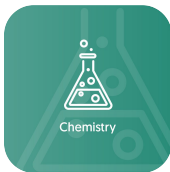
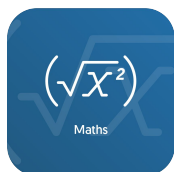
Check & Challenge



- Allows your child to test their knowledge after watching a Pod
- Provides scaffolded support like teacher would
- Helps identify misconception in knowledge and prepare for exams
- Get hints, win diamonds and watch their progress improve



Available for the following subjects:



Learn to Study Smarter



Our Study Smart Pods help you and your child learn how to learn smarter

The Pods look at the theory behind the science and helps to identify new methods of learning and revision

APRIL

Find the sweet spot just before you'd forget

Best way to improve potential for learning

It's always better to be over-generous

Mind map

Write down the keywords that appear onscreen

Write down as much as you can remember

APRIL

Return to the information to review it

Repeat this process 4 or 5 days later

Select the information to revise

Language techniques

Study Plan

	am	pm
Mon		study
Tues	study	
Wed		study
Thu		study

Revision

Switch between different ideas

Move to a related or similar topic

The Cold War 1915 - 19

The Cold War 1985 - 1992

The Cold War 1979 - 1985

Use the information more flexibly

"I carving out me identity"

"Paper that lets the light shine through"

"A samurai sword in the cockpit"

Find it easier to remember the poems and bring them quickly to memory

Might even be able to match new poems to the correct poets

Keeping Fit and Healthy



Our Keeping Fit & Healthy Pods are ideal to watch together and focus around techniques to cope with stress and the importance of a good night's sleep

Help people understand how we're feeling

Helps our brain decide how we're feeling

Way we move

Posture we hold

Expression

All behaviour is learned and can be relearned

Things you do every day

When we do things enough times

Habit

60% of our body weight

≈73%

- Provides structure to cells and tissues
- Transports nutrients and hormones
- Lubricates joints
- Keeps bodies at right temperature
- Supports cardiovascular system
- Regulates blood pressure
- Helps our hearts to function

We are constantly losing water

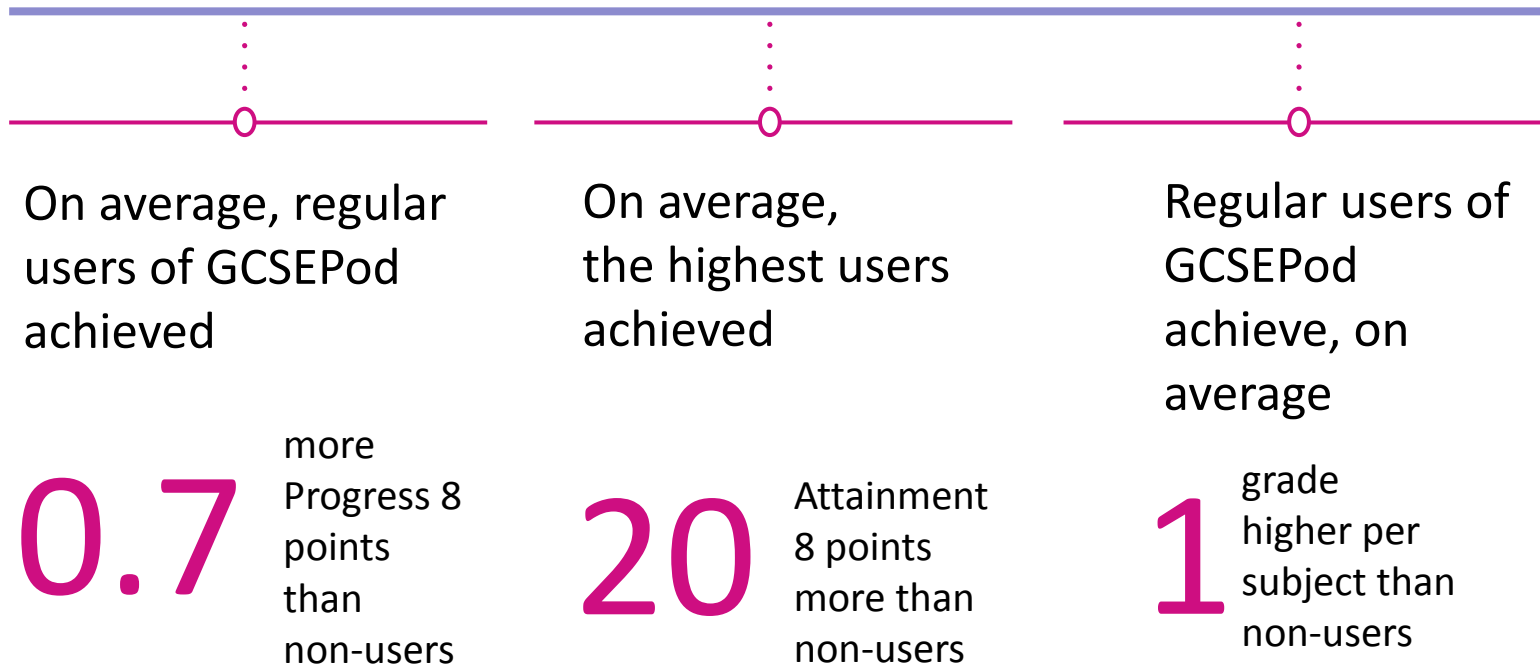
To keep water level balanced

Whilst asleep you can lose up to 2lbs of water

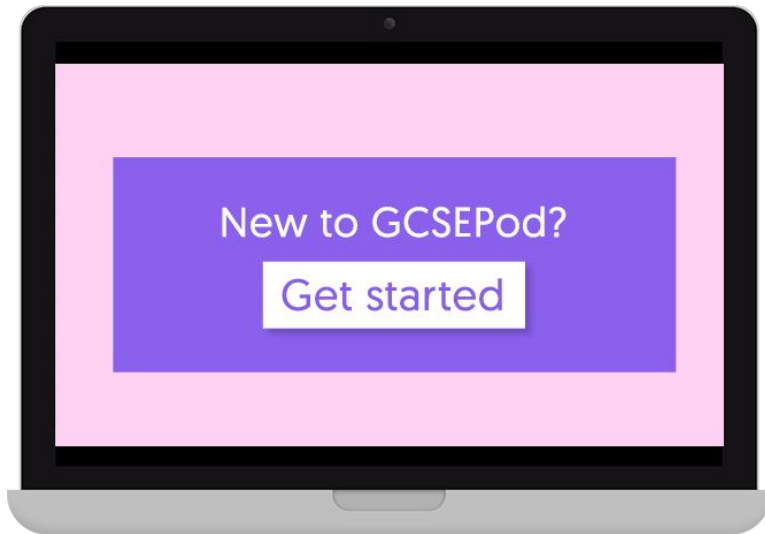
Dehydration
Happens when we don't drink enough to replace water we lose

Why it Works

Year 11 Impact Analysis



Activating the GCSEPod Account



1. Ask your child to go to www.gcsepod.com
2. Click “Sign in with Google - we have single sign in!”
3. Enter student log-in details (the same as they use for their school email and access to Google Classroom and Drive).

Want to know more?

Visit www.gcsepod.com/parents to find out more and get exclusive access to additional resources that will help you support your child


Register on one of our free parent/carers webinars to find out more

www.gcsepod.com/podup-presents-webinars/



What do our reports tell you?

- **Minimum Expected Grade:** the minimum grade students should achieve, based on what other students with the same SAT scores have achieved across the country. This can alter slightly each year as is affected by national GCSE results.
- **Redmoor Target:** If this is higher than the minimum grade, it shows the expectation of the student is close to the next grade up - so this is achievable!
- **Working At Grade:** the level at which students are currently working, based on GCSE style formal assessments and other informal assessment methods
- **Teacher Projected Grade:** the grade teachers believe a student will reach by the end of Yr 11 if they continue to work in the same way.



We put no limits on student achievement and the Minimum Grade is simply a guideline. We strive for as many as possible to outperform their minimum expected grades.

How you can support your child

- Plan around the information sheet
- Make a note of revision sessions and intervention timetable and encourage your child to attend
- Make sure that your child attends school
- Go through reports with them and ask them what they are doing to be successful or why they are struggling
- Home environment: Homework, teacher feedback, revision, jobs, exercise, diet, sleep, social media, gaming
- Dealing with stress
- Talk to us!



Progress

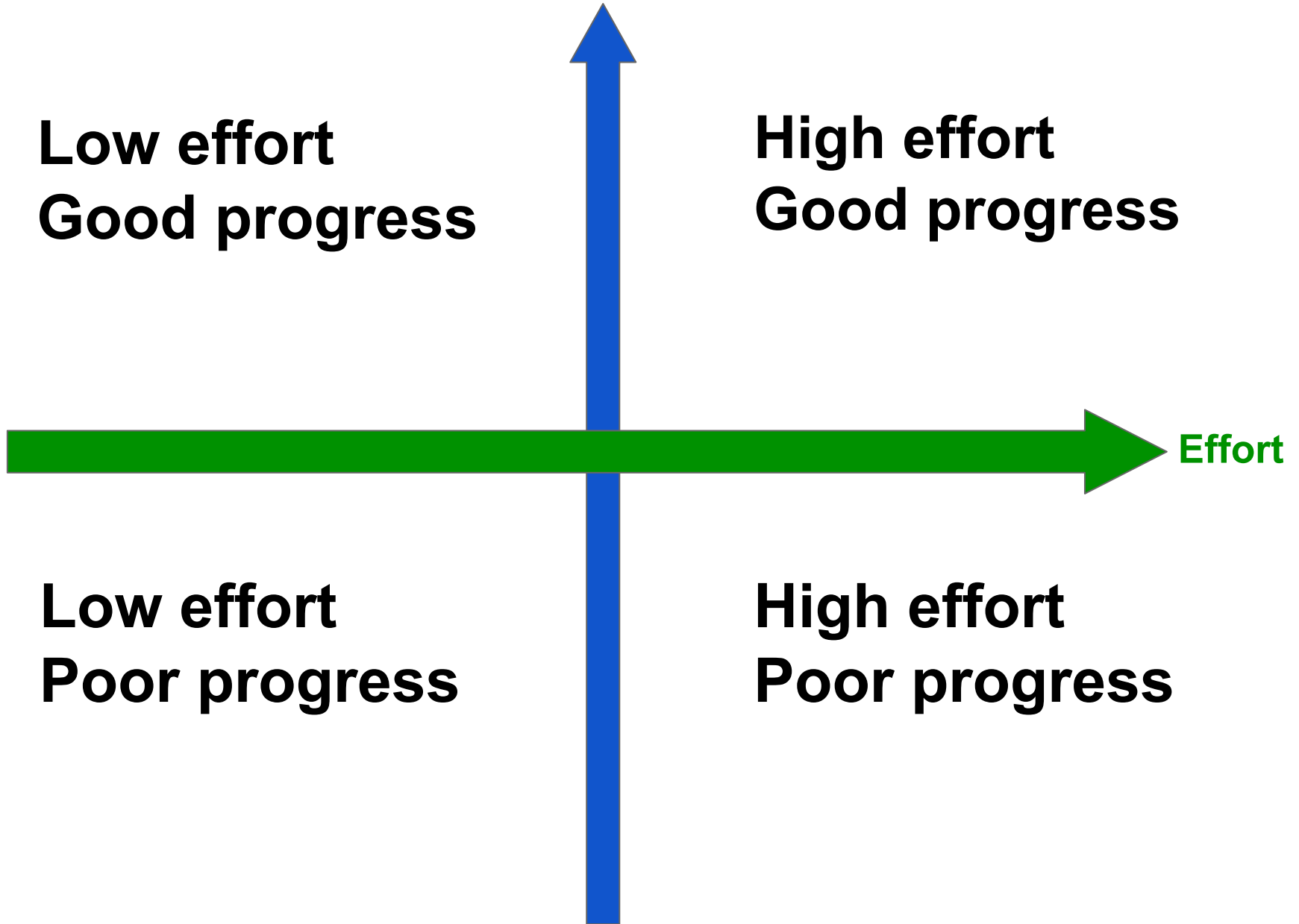
**Low effort
Good progress**

**High effort
Good progress**

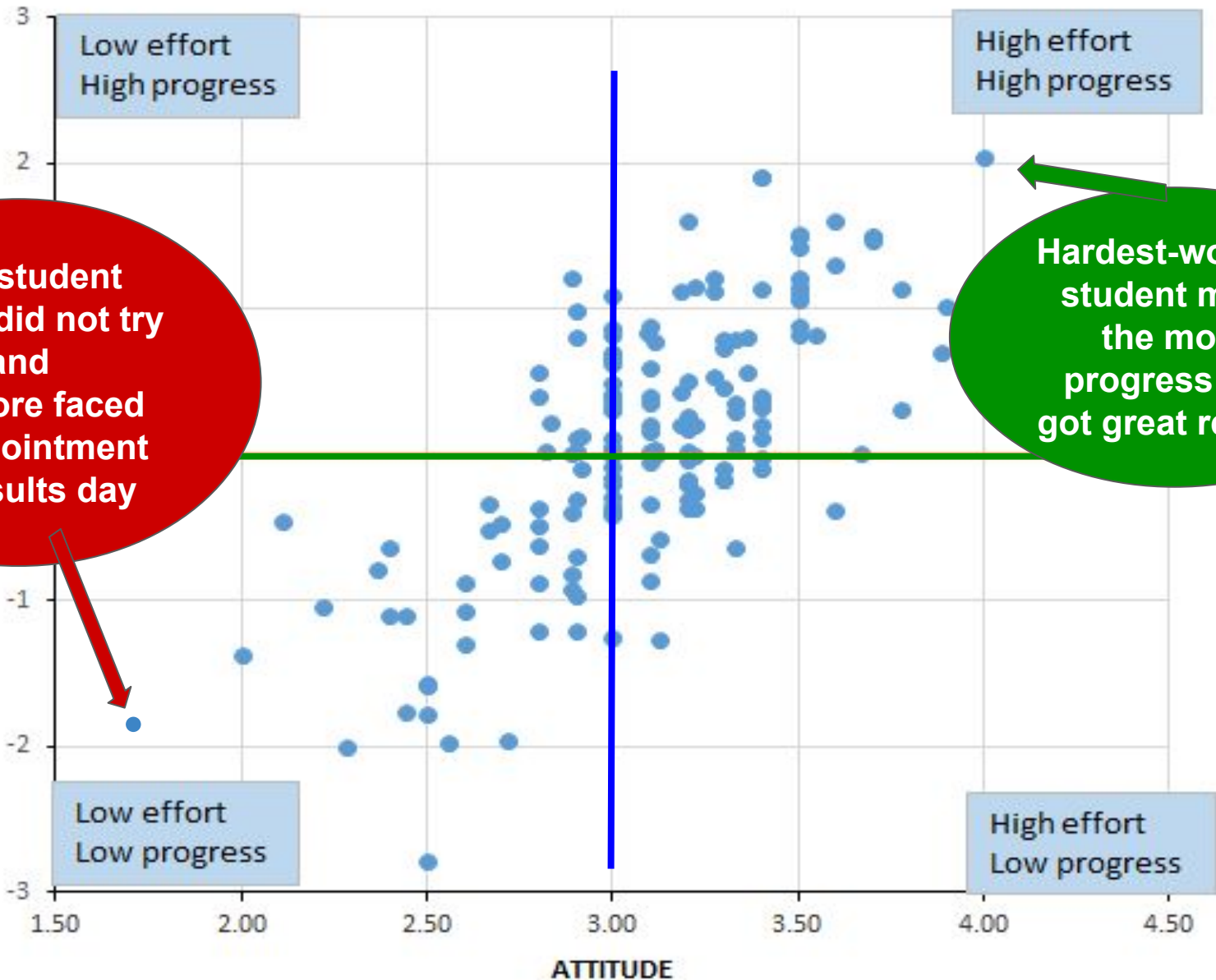
Effort

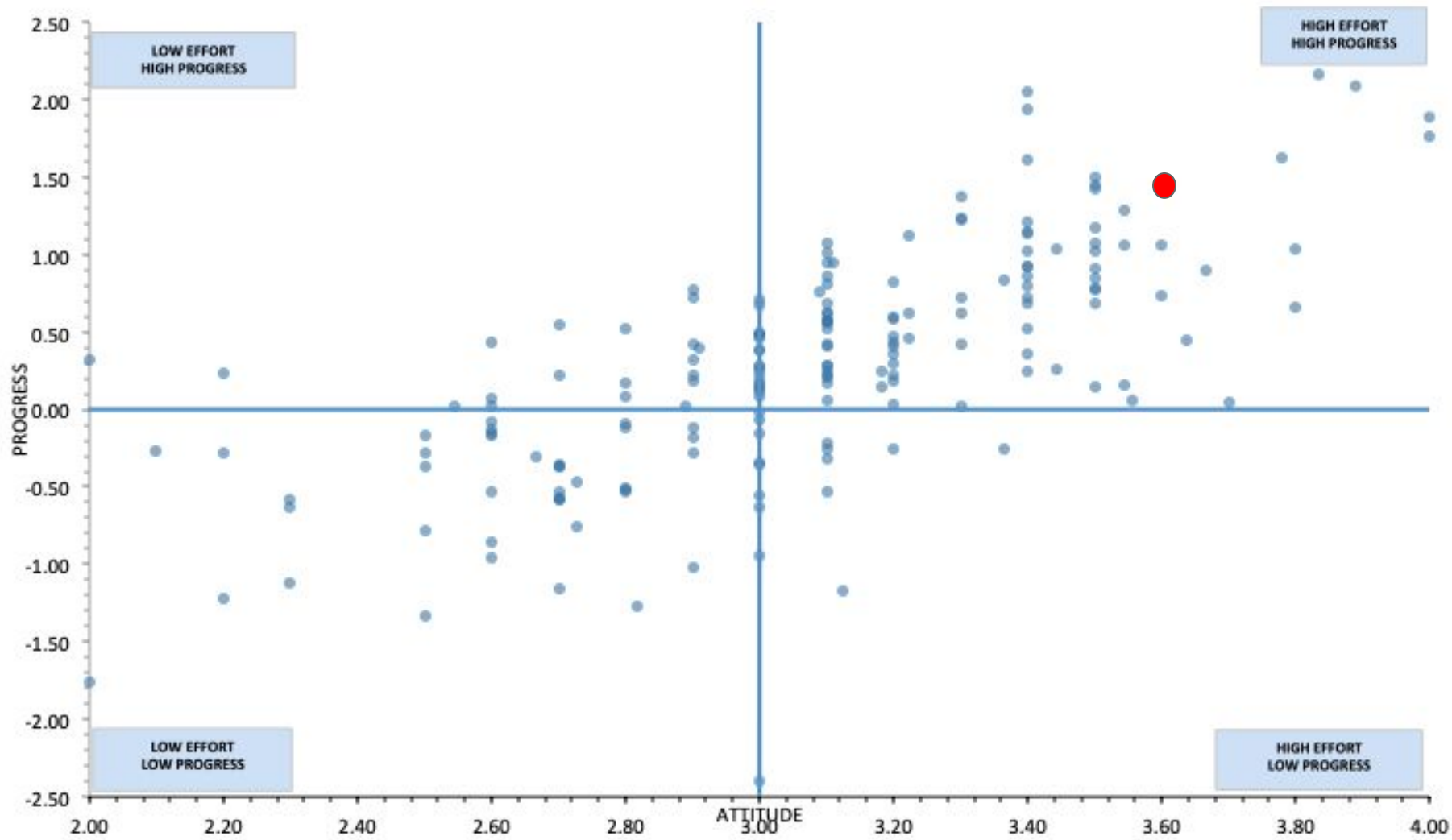
**Low effort
Poor progress**

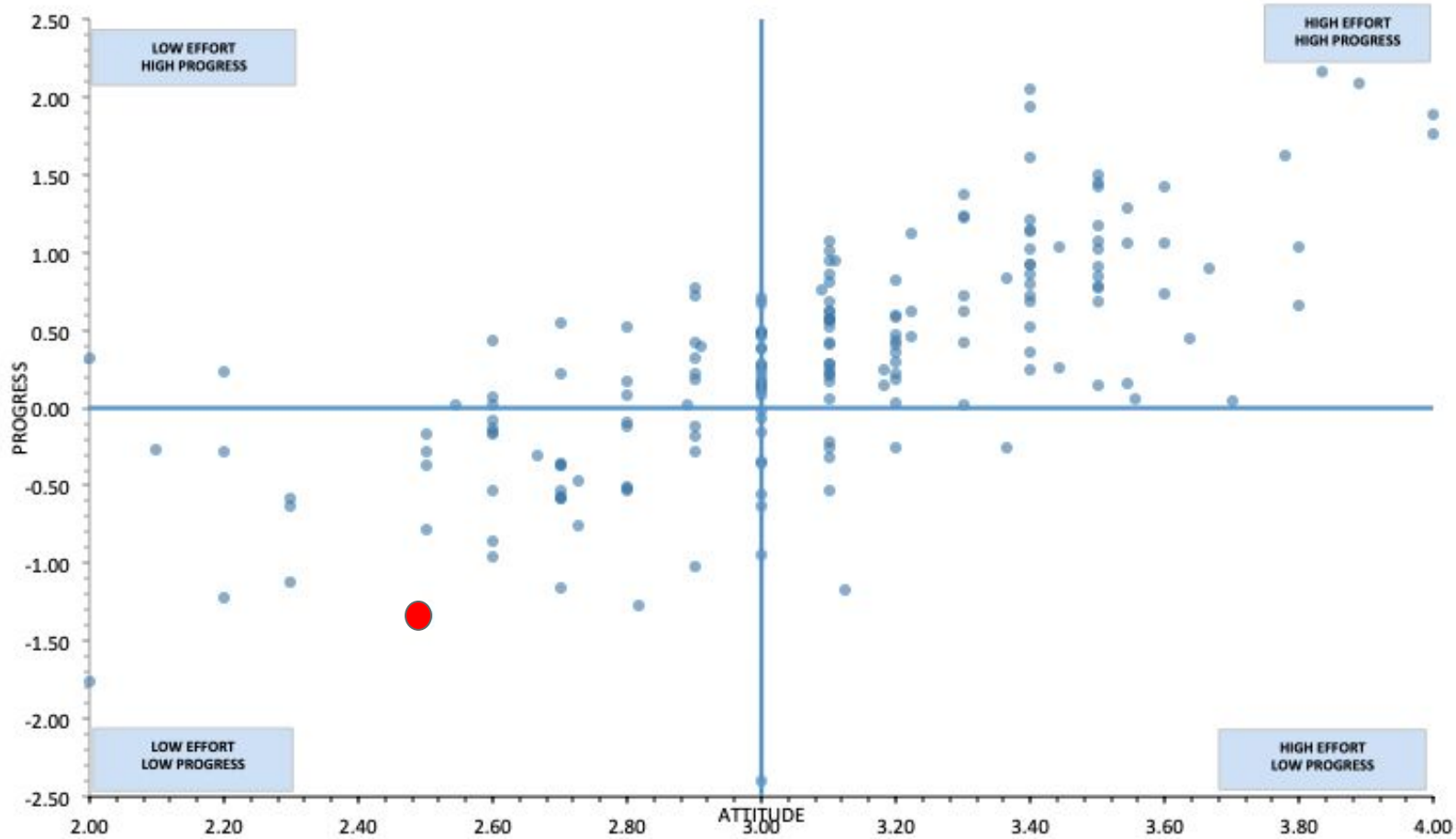
**High effort
Poor progress**



There's a striking correlation between effort and progress...







What are they like?

Progress

- Grades seem to be good
- But this student is easily distracted
- They could do really well if they worked harder

- Grades are really good
- This student is well- motivated and works hard
- They listen to advice and are keen to improve
- They work well independently

Effort

- Grades are below targets
- This student probably has a 'can't be bothered' attitude
- They are easily distracted
- There may be problems with attendance or behaviour

- Grades are low despite the student working hard
- They are keen to improve but unsure how
- They need help to work independently

How teachers and support staff will help

Progress

- Help them to visualise what could be achieved
- Review targets - does the student need more of a challenge?
- Use rewards to motivate (and sanctions to deter!)
- Ensure others' learning is not being disrupted

- Reward and celebrate success
- Be clear about the study habits which are bringing success
- Keep an eye on their well-being to avoid 'burnout' or peaking too soon

Effort

- Make clear what good effort looks like and use sanctions & rewards
- Explain the steps needed to move towards success
- Work with other staff to identify strategies that work well
- Offer additional attention and support - but students must begin to try and be open to advice and feedback

- Identify specific weaknesses and any extra support needed
- Practise study, memory and revision techniques
- Arrange individual or group intervention
- Keep monitoring; change if necessary

So what does a good enough attitude to learning look like?

not good enough		good enough	
D	C	B	A
Lack of care	Lack of care	Pride in work	Pride in work
Brief or unfinished work	'Just enough' but no more	Detail and depth	Detail and depth, originality and creativity
Homework not attempted	Homework mostly done but brief, poor quality or late	Homework done well and on time	Homework done to a high standard, sometimes extra / over and above
Book forgotten or lost	Relying too much on teacher or teaching assistant	Able to work independently	Works really well independently
Relying too much on teacher or blaming / excuses	Not joining in much	Participates well in class	Fully participates without dominating
Not joining in at all	Tendency to give up	Doesn't give up when faced with challenging work	Enjoys a challenge; even seeks them out!
Frequent talking in the lesson or poor behaviour	Sometimes talking too much or not paying attention		

How Can Parents Help?

If your child is not making enough effort in class and with homework
(some Cs and Ds for 'Attitude to Learning')

- Talk about the school day: highs and lows?
- Check ClassCharts for the homework set
- Take a look at the work itself. Does the standard look good enough?
- Praise really good effort
- Ensure they get enough sleep
- Limit time on devices - have a family 'cut off' point
- Create a study timetable together
- Research future opportunities
- Prioritise attendance and punctuality
- Don't let part-time jobs take over

If your child is trying hard in all their subjects
(Bs and As for 'Attitude to Learning')

- Celebrate and praise their effort and achievements
- Help them to see that setbacks or disappointments are part of learning and not the end of the world
- Ensure they get the balance right - study is important but so are exercise, hobbies, socialising and 'downtime'



What can you do each day?

1. Ask about the highlights and low points of the day: what caused these to be so good or so bad? Help by talking through strategies for dealing with things that went wrong to prevent them happening again.
2. Ask to see your child's homework diary. Are they writing down homework clearly and with enough detail to remind themselves of what to do and when homework is due in?
3. Ask to see the homework. You may not be an expert in every subject but we parents can usually tell if homework has been done with care and is detailed enough.
4. Praise your child when they try really hard, and help them to see that lack of effort rarely leads to success.

Create a study plan

Some teenagers benefit from an adult helping them to structure their time. Making a study timetable which also makes time for hobbies, seeing friends etc but includes homework and revision can help to get the balance right.



Getting into good habits:
Sleep: make sure your child gets to bed in good time. If they are well-rested, they will learn more easily in lessons.

Punctuality: please help make sure that your child arrives on time. Even a morning here and a day there can lead to vital learning being missed. Illness can't be helped, but make sure that your child attends (on time!) as often as possible.

Work together for the future

Help your child research what they would like to do after they leave Redmoor.

Having a goal and knowing the qualifications needed can really help to motivate them to try hard.



Limit device time: limit the amount of access/time your child has to electronic games, phones, tablets or TV. We all know that we can easily waste a lot of time on such things ourselves (and there must be time for relaxation) but Year 11 students must make enough time for homework and revision too. Consider having a rule that mobile phones/tablets stay downstairs at bedtime.



This page in your booklet gives a little more information

