



The lessons from the peace process are clear; whatever life throws at us, our individual responses will be all the stronger for working together and sharing the load.

— Queen Elizabeth II —

AZ QUOTES



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# Year 10 Transition Evening Welcome!

Z Hames



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# Aims

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- Expectations of Year 10
- How we can work together to support your child
- An insight into GCSE English and Science




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# Things have changed.....

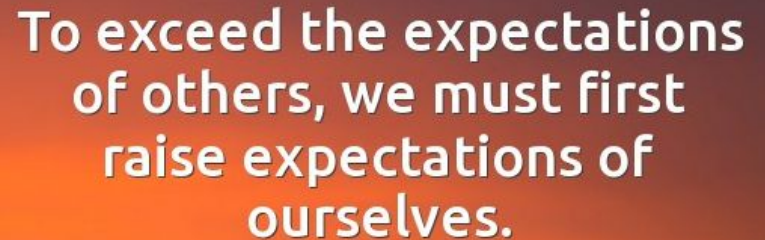
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Your child has moved from Key Stage 3 to Key Stage 4.  
Expectations are even higher....



High expectations  
are the key to  
everything.

Sam Walton



To exceed the expectations  
of others, we must first  
raise expectations of  
ourselves.

Robin Crow



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**“We are what we  
repeatedly do.  
Excellence, then, is  
not an act, but a habit.”**

*- Will Durant*

veeroesquotes.com



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# **‘I was a teenager once you know....’**

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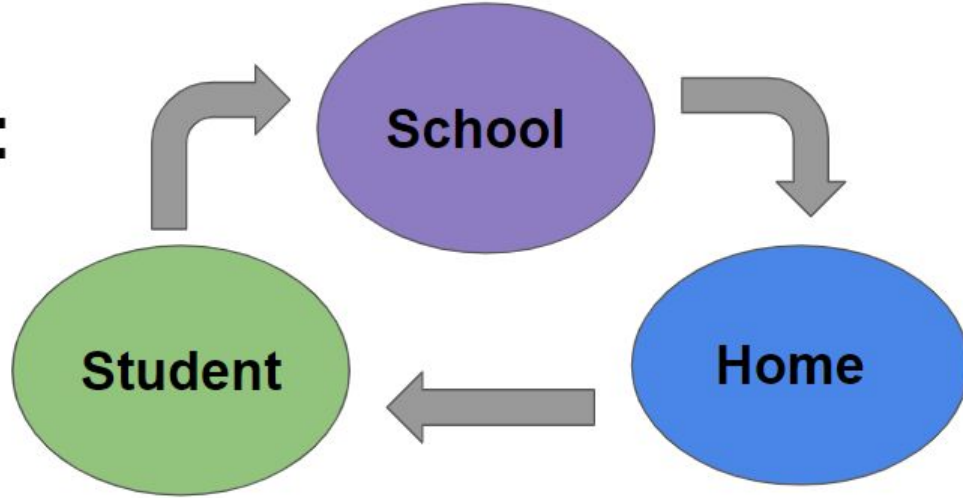
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# We all want the same thing!

## Teamwork:

Success in exams is a team effort which involves you, the school and your child working together and so we will all play a variety of roles



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## Non-Negotiables

- Students must always try their best.
- Students must comply with all school rules.
- Disruption in lessons will not be tolerated.
- Uniform must be adhered to by all students



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# Life long learners

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- Every piece of work matters
- Progress and evidence your own success
- Determination and resilience




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# Target Discussion Parent and Child

- Discuss your child's target grade together
- Do you want to aim even higher in certain subjects?
- Discuss and plan where you will be at key points in the year
- Identify subjects you need to improve and what you can do to achieve this
- Your child brings this in to discuss with their coach

Year 10 Target Review 

Students name: Ellie-Mae Andrews Form: 10.6

Subject	End of KS4 Target	Do you feel your target is high enough? If not, write new target below.	Where do you want to be...			
			Y10 January	Y10 Summer Mocks	Year 11 Autumn Mocks	Final GCSE Grade
English Language	5					
English Literature	5					
Food	5					
History	5					
Maths	5					
Photography	5					
Science	5					

Please discuss the above targets with your child and complete.

**Conversation prompts:**  
What subjects are you succeeding in and how do you know?  
What subjects do you need to improve in? (Pick three subjects)

Priority Subjects	What do I need to do?	How will I do this?

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# Exams

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- Maths x 3 (1 non-calculator and 2 calculator)
- English x 4
- Science x 6 (9 Triple)
- History / Geography x 3
- MFL – Speaking, Listening, Reading and Writing
- Options – controlled assessments / exams

Every day missed is 5 hours of learning. Every lesson builds up the knowledge and skills needed to be successful in these exams.



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# Key Information

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- Reports go home at 3 points in the year with regards to your child's progress towards targets:

Autumn Term - October

Spring Term - February

Summer Term- July

- Each report contains a 'working at' and a 'predicted' grade along with attendance to date and achievement/behaviour points
- Y10 Parents Evening - 15th March
- Y10 Mock Exams - commence 12th June and last approx 2 weeks



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# Y10 Assessments & Exams

- Treat these like the real exam so teachers can ‘plug’ the gaps
- Doing badly in these means playing catch-up in Year 11
- Start a revision timetable well in advance and build in leisure time



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# Head of Year

S Davies



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# How can your child prepare for this year?

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- Set up good habits NOW
- Have excellent attendance throughout the year
  - Follow the Shevington expectations
    - Be ready to learn
  - Take responsibility for their own actions
    - Have pride in their work
    - Have pride in their appearance
- Make sure they have ALL of the equipment they need

“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice.” Brian Herbert



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# What can parents do to support?

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- Communication- If you have any concerns please contact the school as soon as possible
- Support good attendance and punctuality- attendance should be at least 96%
- Speak to them about future plans and aspirations. Encourage them to aim high
- Encourage good study habits at home – Quiet working spaces – Revision timetables- do this together



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# The statistics are clear...

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- Your child is 80% more likely to succeed if you are actively involved in their studies.
- You need to know what they are learning
- What they struggle with
- You need to sit with them, test them



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# Attendance

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New [research shows that overall absence had a negative link to attainment](#), with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent at grades 4 + including in English and Mathematics.

The research backs the government's clampdown on absence and truancy to ensure more pupils regularly attend school and leave with the qualifications they need to succeed in modern Britain.

This new research is further evidence that missing school for even a day can mean a child is less likely to achieve good grades, which can have a damaging effect on their life chances.



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# Attendance- Know the facts!

100 % Attendance	0 Days Missed
95 % Attendance	9 Days Absence 45 Hours of learning missed
90 % Attendance	19 Days Absence 95 Hours of learning missed
85 % Attendance	28 Days Absence 140 Hours of learning missed
80 % Attendance	38 Days Absence 190 Hours of learning missed
75 % Attendance	48 Days Absence 225 Hours of learning missed

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# What impact might poor attendance have.....?

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Research suggests that 17 missed school days a year = GCSE grade DROP in achievement. (DfE)

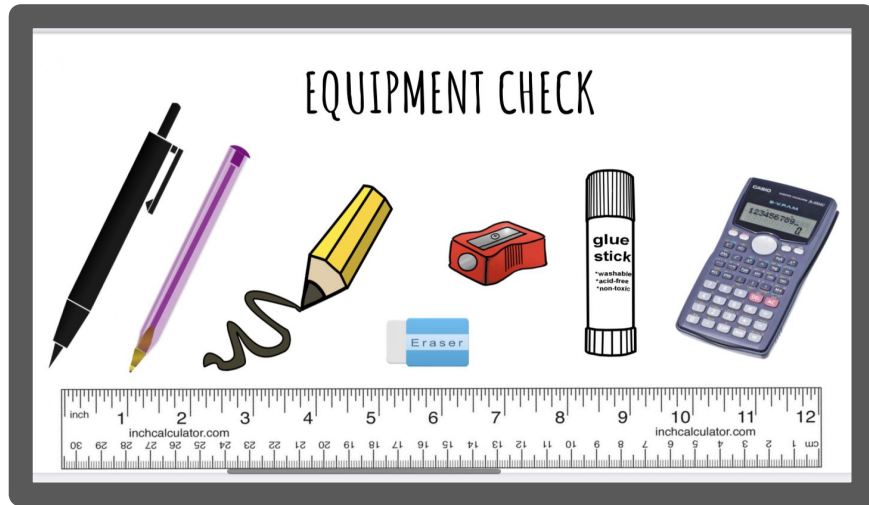
The greater the attendance the greater the achievement



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# Minimum Equipment:

- 2 black pens
- Pencil
- Ruler
- Rubber
- Purple pen
- Calculator
- School bag



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# Punctuality

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The school day starts at 8:30.

Base Group is a lesson.

Lateness after 9:15 a.m. will be classed as absence – this may trigger absence procedures.



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# Coaching

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- Coaching in place for setting weekly learning goals. 8.30am once per week.
- Students will be supported to set these goals.
- Students have a LOG BOOK for setting goals and reflecting progress towards goals.



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# Success in English

L Johnson

GCSE English Language and Literature is 2 separate GCSEs. These are both 100% exam. There is also a Spoken English element which has to be recorded.



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# 4 GCSE English Exam Papers

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## Literature Paper 1: 1 hour 45 mins

'Romeo and Juliet' Essay – 30 marks + 4 marks for written accuracy

'Sign of Four' Essay – 30 marks

## English Language

Paper 1: 1 hour 45 mins - 80 marks

Paper 2: 1 hour 45 mins - 80 marks

## Literature Paper 2: 2 hours 15 mins

'Inspector Calls' essay – 30 marks + 4 marks for accuracy

'Power and Conflict' Poetry Essay - 30 marks

Unseen Poetry Analysis – 24 marks

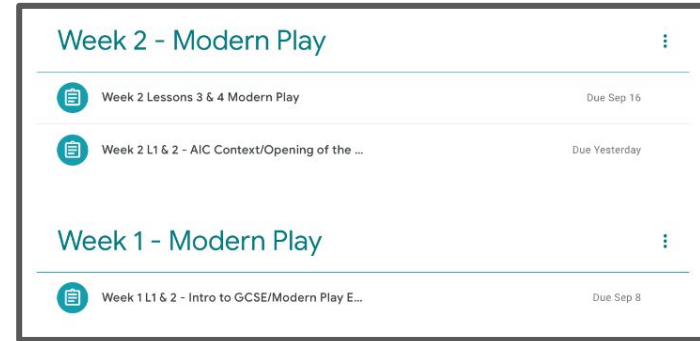
Unseen Poetry Comparison – 8 marks



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# Maximise the Advantages of Google Classroom and Lessons

- All classes have access to the same lesson materials in English.
- Slides for the lessons are available at the start of the week - pupils can look at these in advance and review them after the lesson for revision or catch up purposes.
- For Literature texts, all the work for a set text is collated in one electronic exercise book so students can use this as their own future revision guide.
- Challenge Tasks built into lessons.



The challenge slide is titled "Challenge slide: Identify the significance of the quotes" and includes a "Practice" icon. The text reads: "The inspector has now begun his investigation. What do these quotes show about the characters and what they feel is important?". Below this is a table with three columns: Character, Quote, and Significance.

Character	Quote	Significance
Mr Birling	"It's a pity Sir George and - er - Lady Croft can't be with us"	
Mr Birling	"Look forward to the time when Crofts and Birlings are no longer competing but are working together - for lower costs and higher prices"	
Sheila (looking at the engagement ring)	"(excited) Oh - Gerald - you've got it - is it the one you wanted me to have?"	
Mr Birling	"We employers at last are coming together to see that our interests - and the interests of Capital - are properly protected."	

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# Feedback and Communicating with teachers

- Pupils can ask questions via private comments or emails to their teacher.
- Every lesson has a rubric linked to GCSE success to guide students.
- Assessments will be marked with a rubric or with a numerical grade which can be converted into a grade.

Bronze	Silver	Gold	Platinum
Below Grade 4	Grade 4	Grade 5-6	Grade 7+

Screening reports will be based on the most recent assessments and assessments over time. At the start of Y10 grades given can only reflect skills and knowledge shown on the areas studied so far.

Students have to consistently maintain their scores on different topics and build on them to make progress.



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# Notice how close the grades are together!

2019 English Language Grade Boundaries.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
76/160 48%	86/160 54%	97/160 61%	108/160 68%	117/160 73%	127/160 79%

English Literature boundaries have been lower up to Grade 5 and higher from Grade 6

One or two extra marks per question could make a big difference!

Pupils need to think carefully about which order to do the questions!

Missing out a question could be catastrophic!

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# Assessments

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- Usually 2 assessments per half term - one mini assessment and one 'mock style' assessment - typically a GCSE question.
- GCSE English Language and Literature have very few low mark questions - many of the questions are essay length and will be worth 16-40 marks.
- Ability to write at length, in detail and with fluency are key to success.
- Pupils have to write at length to show their understanding of reading too!



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# Independent Learning Expectations

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- Independent Learning tasks are set on Google Classroom each half term - these are to be completed at home or during workshop time. They will be designed to link to in class learning, retrieval and preparation for assessments.
- This half term the independent learning is linked to poetry and 'The Sign of Four' to allow students to work on retrieval skills from year 9 - this is due on **Friday the 30th September**. The next independent learning will be set on the 10th of October with a due date of the **2nd of December**, this will be linked to enquiry skills and non-fiction texts.



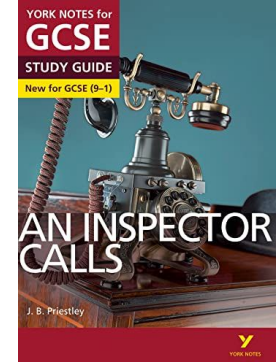
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# Useful Learning Tools

- GCSE Pod
- Seneca Learning
- Mr Bruff Youtube videos
- York Notes Revision Guides



Talk to your child about their learning, what they know, how they are trying to secure their knowledge into long-term memory.



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# Revision Activities for Literature

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- Planning answers to different questions – build up a bank of ideas that can go into many different answers.
- Writing introductions to different possible essays – e.g for particular characters and themes for the set texts. Always refer to the author’s purpose or message in publishing the text.
- Learning key quotes and what might be said about the writer’s craft based on the evidence.
- Learning key ideas about characters, themes and relationships in the different texts
- Completing a sample question and bringing it into school for feedback (do this in timed conditions – with notes if this supports the learning process)
- Learning about the context/time in which texts were set or written. This is crucial to the success of pupils as proportion of the marks are awarded for this.



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# Success in Science

L Wigham



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# **GCSE Science - What you need to know as a parent**



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# GCSE Combined Science

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- **Final Examination Assessments only**
- 6 papers each 1 hour 15 minutes (7-1/2 hours of examination)
- 2 x biology, 2 x physics, 2 x chemistry
- 70 marks per paper
- 2 grades awarded, 9-9 down to 1-1. Grade 4-4 is a low grade pass. Can achieve 5-4, 9-8 etc.
- 6 lessons per week in Y10 and Y11.
- Curriculum teaching completed by March 2022.



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# GCSE Triple Science

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- **Final Examination Assessments only**
- 6 papers each 1 hour 45 minutes (10-½ hours examination)
- 2 x biology, 2 x physics, 2 x chemistry
- 100 marks per paper
- 3 grades awarded, 9 down to 1. Grade 4 is a low grade pass. 6 lessons per week in Y10 and Y11.
- Curriculum teaching completed by April 2022. Extra - time required during P6 as well in Y11 to complete the course.



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# Combined Vs Triple

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- Triple science course covers more content in the same time frame.
- Only the top set will follow the triple science GCSE specification
- Less time for triple to identify strengths and weaknesses
- Triple required to do far more revision.
- Expectation is that students doing triple science should achieve 7+ in all three sciences.
- If not on track there is the option to complete Combined Science GCSE instead.



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# Positive Attitude

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Try to ban phrases like ‘science isn’t for me’ or ‘I don't get it’ because that doesn’t help anyone. Once a student grasps the simple idea of keeping all variables the same and only changing one thing at a time in order to test its impact, they will be able to see how often that idea applies in their everyday life. Making any kind of decision based on evidence is essentially... science.

Science is definitely seen as a trickier subject but I think it is also one of the most interesting. There are so many ‘wow moments’ and incredible things to learn about like how explosions work, stars, and how we came to be - I can’t stand students trying to tell me that it’s boring. The best thing students can do is to focus on how fascinating these topics are and not panic if they don’t fully understand them straight away.



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# Home-learning (Homework)

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- 2 per week - 10 per ½ term
- Past paper GCSE question, Reading for information, Preparing revision materials and revising
- Students should do extra on top of these when revising and preparing for exams and assessments.



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# Assessment Objectives (AOs)

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Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Combined Science: Trilogy specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. (40%)
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures. (40%)
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures. (20%)



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# Revision - Little and Often

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- Fitting science revision into their regular practice is a great way of making it seem less overwhelming. Start with areas they find the hardest.
- Use a variety of resources:
  - [Seneca learning](#)
  - [Revision Guides](#)
  - [On-line videos](#)
  - Practice papers and GCSE Questions
- Sit down with your child and make sure they're really getting the topics they're covering. Learning to recognise their weak spots and to pinpoint the moment when they start to understand for themselves is key to improving their metacognition and their skills for life beyond school.

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# We need your help and support

- Attendance
- Punctuality
- Keep us informed
- Behaviour
- Equipment
- Revision
- Coaching



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# We will ....

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- Identify knowledge / skills gaps
- Intervention p6 and beyond
- Pastoral Support
- Coaching
- Revision skills
- Provide revision
- Communicate with parents
- Careers Advice



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The best  
preparation for  
tomorrow is doing  
your best today.

H. Jackson Brown, Jr.

BrainyQuote®



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