

Year 10 Information Evening 2023



The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement. The scale of the impact is evident across all social classes and all ethnic groups.

DfE Research Report 156, September 2011



Mr Gough
**Y10 Pastoral
Leader**

- **Getting off to a good start**
- **Make sure that they are in lessons**
- **Set up a routine so that you both know how much time your child will spend on school work in a week.**



Getting off to a good start

- **Be on top of the course content**
- **Organise a work area**
- **Make sure there is somewhere to keep their work**
- **Discuss the "rules of homework"**



Revision

- Help organise their folders/notes
- Revision guides (check which exam board!)
- Make a revision timetable
- Active learning
- Revision classes



Maintaining Motivation

- **If struggling – seek help**
- **Contact school – we are a team**
- **Make sure folders are being kept up-to-date and organised; agree a "check-in" time.**
- **Think about the next stage**



Sitting the exams

- **Have the exam timetable pinned up**
- **It is normal to feel nervous and anxious**



Mr Roberts

Timeline of Events



Year 10 at Urmston Grammar School...

- **December 2023 - Interim 1
Approach to Learning,
Behaviour, GCSE Target
Grades**



Year 10 at Urmston Grammar School...

- **March 2024 Parents Evening**
- **May 2024 – Year 10 exams
and results**
- **June 2024 – Final Report**



Year 10 at Urmston Grammar School...

- July 2024
 - Work Experience Week





Year 11 at Urmston Grammar School...

- **September 2024**
 - **Mentoring Programme**
 - **Pupils needing extra support identified**
 - **Selected students will be invited to a study skills evening.**
 - **Work Related Learning Day**



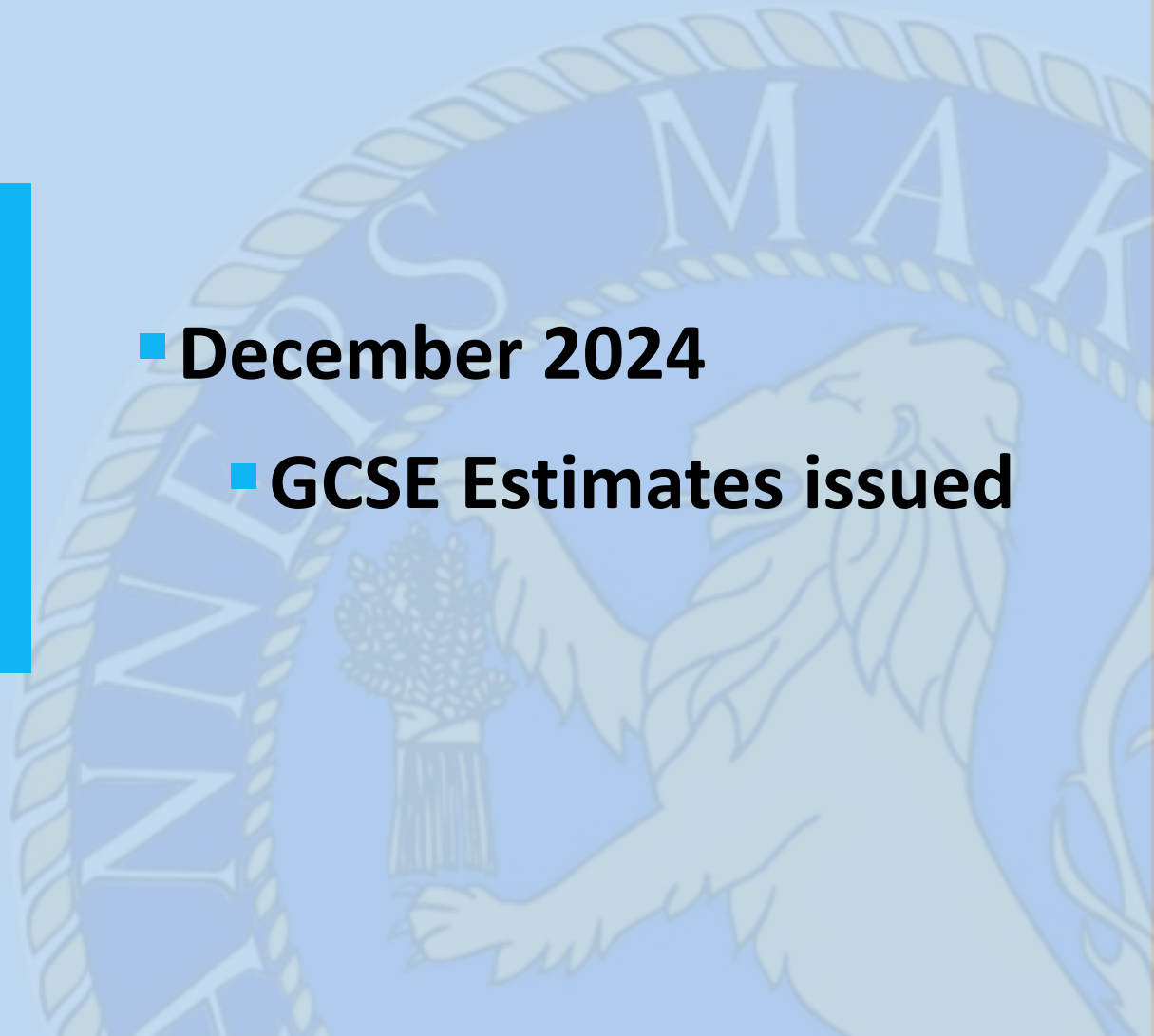
Year 11 at Urmston Grammar School...

- **November 2024**
 - **Sixth Form Open Evening**
 - **Presentations by Head of Sixth Form and current sixth form students**
 - **Year 11 mocks**



Year 11 at Urmston Grammar School...

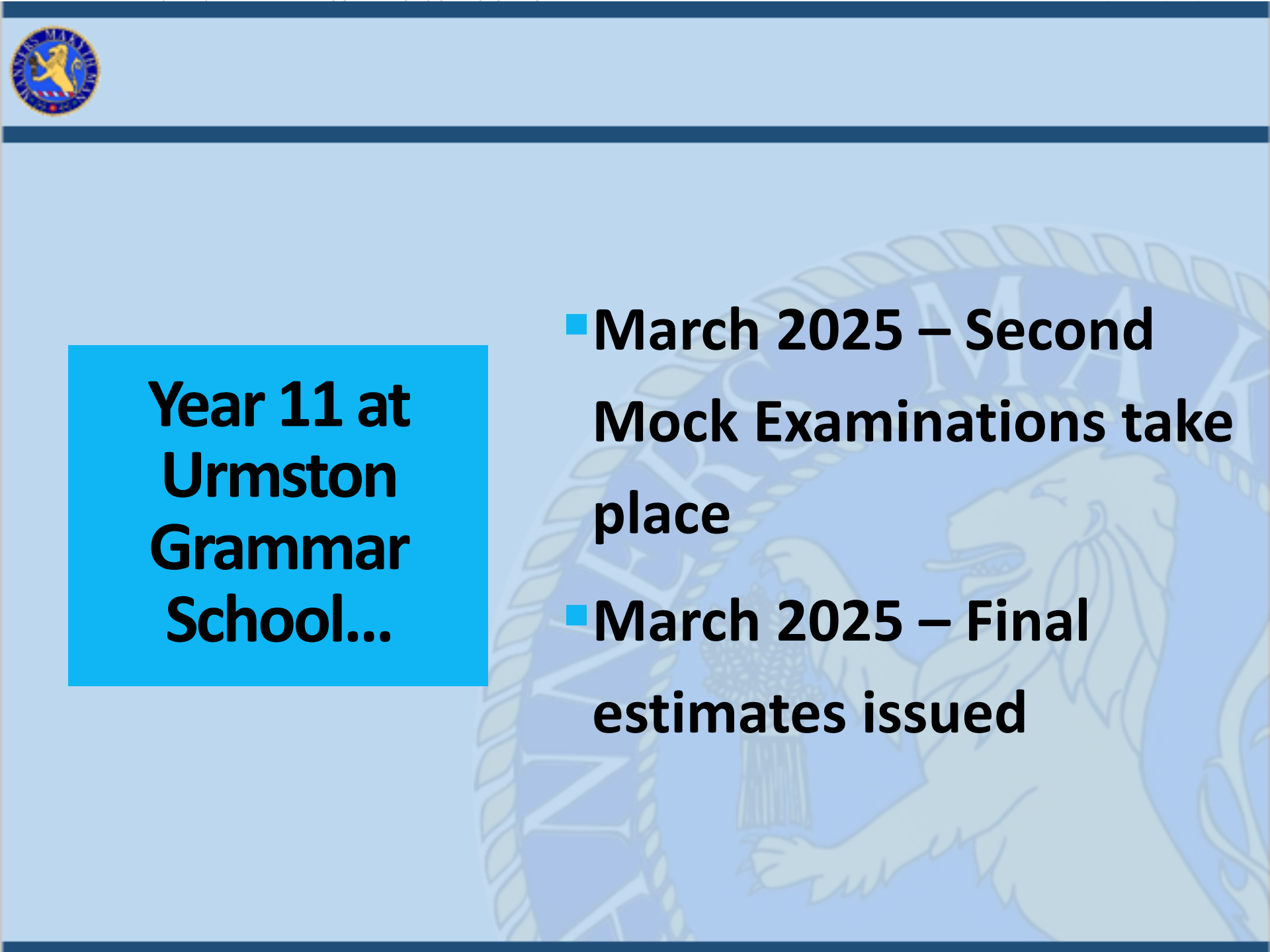
- **December 2024**
 - **GCSE Estimates issued**





Year 11 at Urmston Grammar School...

- **January 2025**
 - **Mentoring day**
 - **Parents Evening**
 - **Urmston
Grammar Sixth Form
applications deadline**



Year 11 at Urmston Grammar School...

- **March 2025 – Second Mock Examinations take place**
- **March 2025 – Final estimates issued**



Year 11 at Urmston Grammar School...

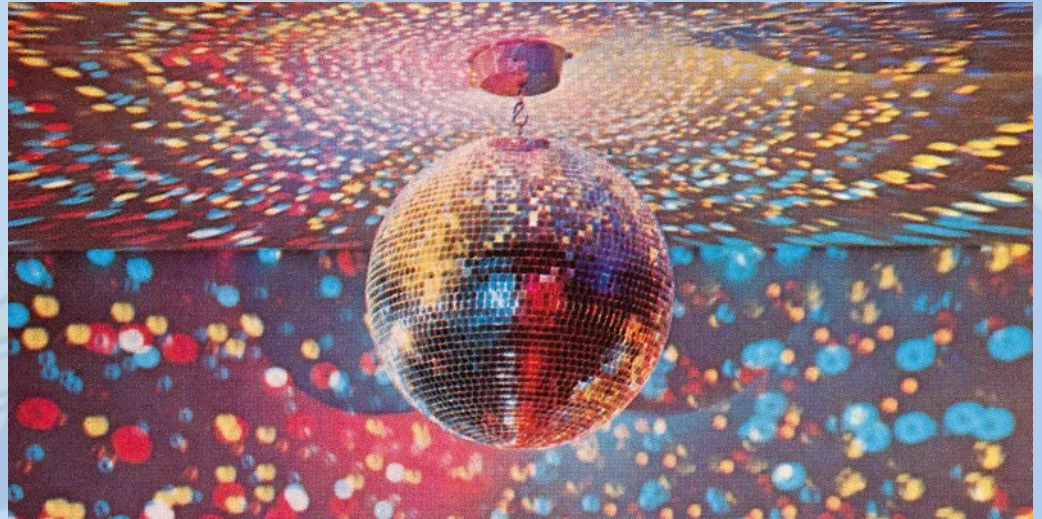
- **May 2025 GCSEs begin....**





■ June 2025 Prom

**Year 11 at
Urmston
Grammar
School...**





Mrs Kinder

Work Experience



Work
Experience
8th - 12th July
2024

Fantastic opportunity

- 3rd year of the programme – all students participate
- Great success last 2 years – lots of positive experiences
- The earlier the placement is planned the more beneficial it usually is
- Great opportunity to gain experience and employability skills



Work Experience 8th - 12th July 2024

Student comments

- I enjoyed being creative and given my own responsibilities. I think it has helped my concentration skills
- Being able to experience what a real work environment in terms of software development is like
- I liked that it put me out of my comfort zone, especially when communicating with others like customers, colleagues etc
- I learnt a lot about all kinds of engineering, cable calculations, how to become a successful engineer and get into the industry
- Being able to see a working environment rather than just being told what it is like
- I have learnt a great deal about how a general work environment works, and I enjoyed working alongside adults rather than people my own age



Work
Experience
8th - 12th July
2024

- Does not have to be in their chosen career field – **all experience is valuable!**
- **Students encouraged to find their own placement** (a small number of school sourced placements will be available but there will be a lot of competition for these)
- May seem a long time away but **places go quickly**
- Letter and necessary forms to follow later this term



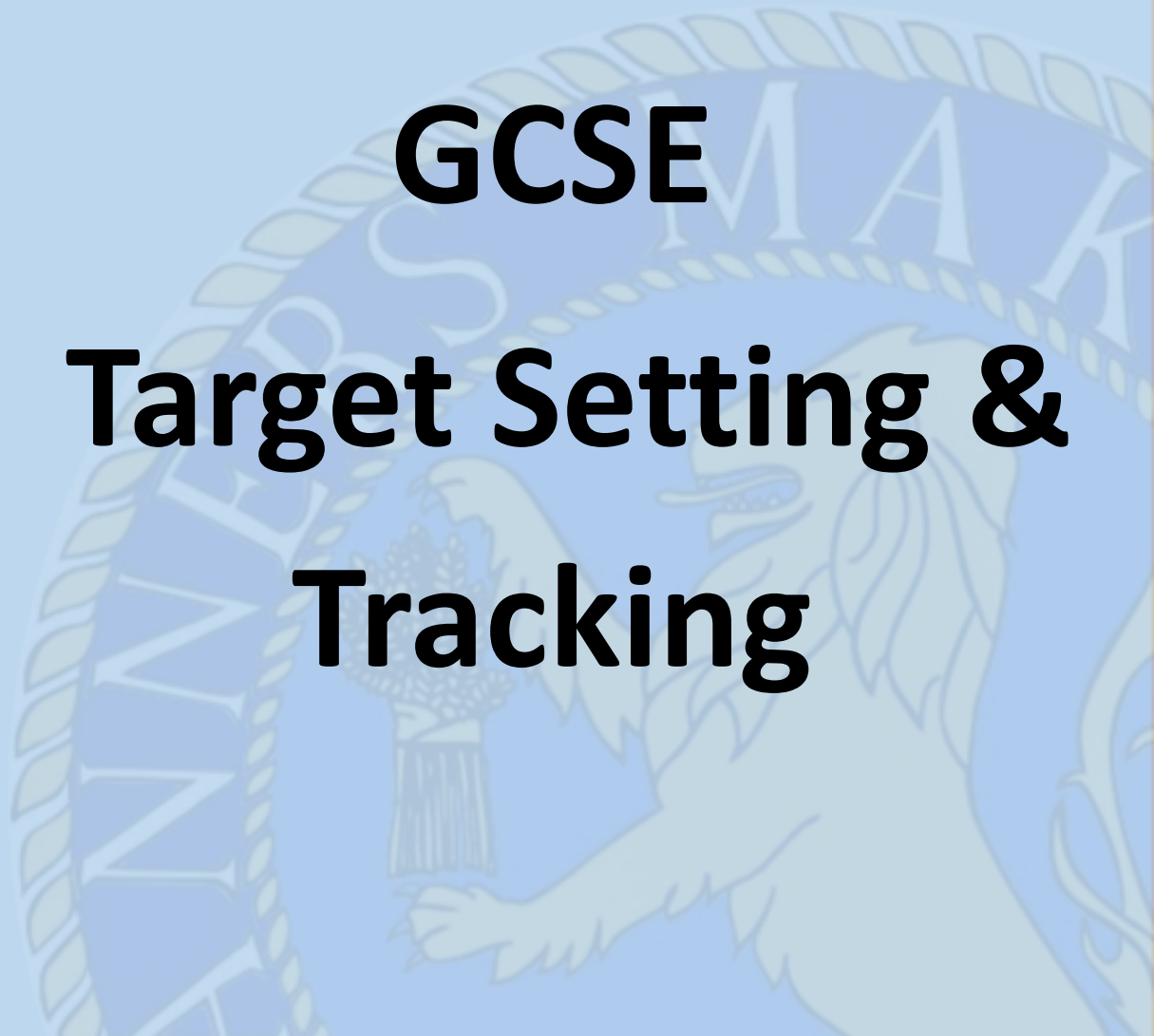
Work
Experience
8th - 12th July
2024

- Please encourage your child to **get organised** and start thinking about this now
- **Hybrid/virtual placements** are an option if necessary
- Please **complete all necessary paperwork** according to deadlines to avoid delays



**Mr Kennedy-
Fowler**

GCSE Target Setting & Tracking





- **No more flight paths (as per KS3)**
- **In November of Y10 all students will be issued with a GCSE target grade per subject.**
- **Target grades are typically based on KS2 prior attainment however for current Y10s we are using CATs (Cognitive Ability Tests) sat at the start of Year 7.**
- **Targets determined by Fischer Family Trust (FFT)**



'We are focused on providing accurate and insightful information to schools which enables pupils to achieve their full potential and schools to improve.'

(FFT Website - 2023)

- **FFT have many years of experience in mapping expected student outcomes at GCSE based on prior attainment**



How are target grades determined?

KS2 Scores

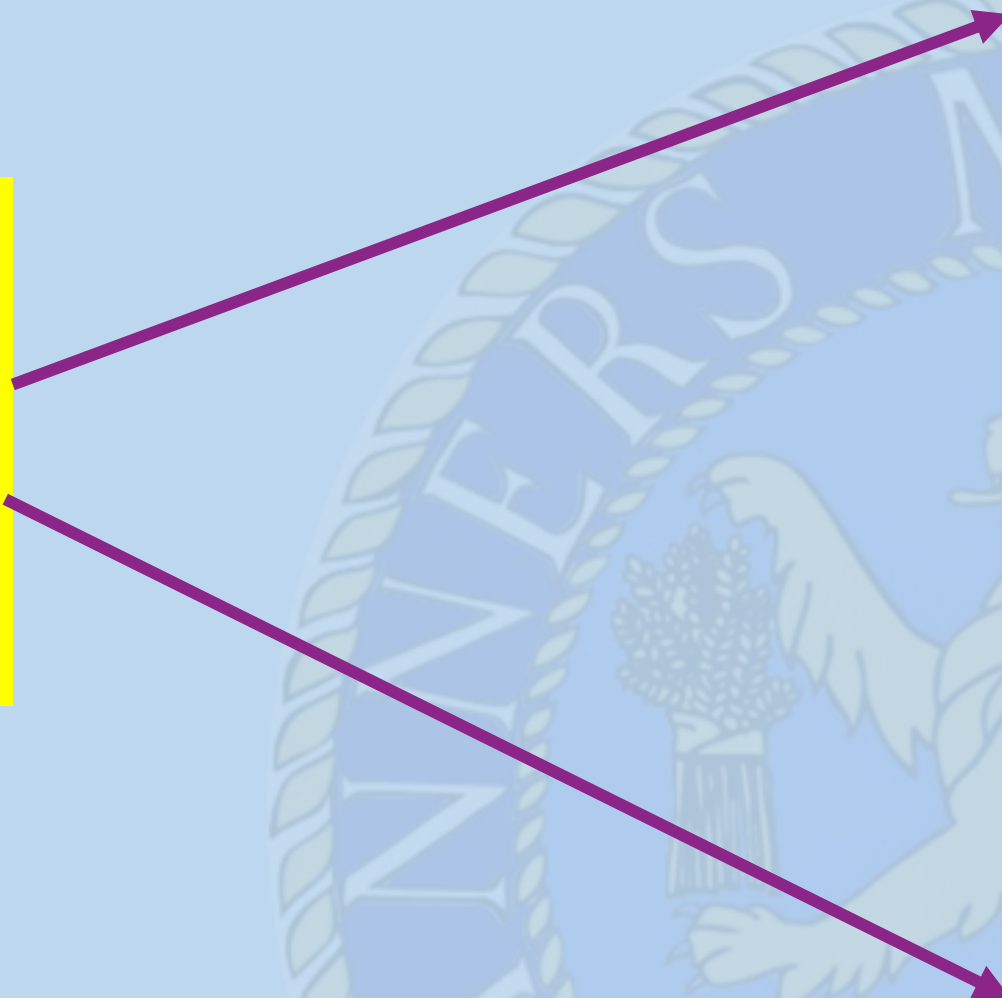


Reading = 110

Maths = 110

GCSE Grades
9,9,9,9,9,9,9,9,9,9

1,1,1,1,1,1,1,1,1,1





The top 20th Percentile

The grades achieved by students at the 20th percentile will form **FFT20 Target Grades** for students who have the same KS2 prior attainment . E.g. 6,7,7,7,7,7,7,7,8

The 50th Percentile

The grades achieved by students at the 50th percentile will form **FFT50 Target Grades** for students who have the same KS2 prior attainment E.g. 6,6,6,7,7,7,7,7,7

- At Urmston Grammar students are issued with FFT20 targets.
- Balance of aspirational yet achievable

GCSE Grades
9,9,9,9,9,9,9,9,9

1,1,1,1,1,1,1,1,1



Example Students

Mid Prior Attainment

KS2 Reading 105 Maths 112

	FFT 50	FFT 20	GCSE
Business	6		
E Lang	5		
E Lit	6		
German	5		
History	6		
Maths	7		
RE	6		
Science	5-5		



- **Parents/carers will be kept informed regularly either through an Interim Report or Full Report**
- **Target Grades will be issued at Interim 1**
- **Reports will typically include:**
 - **Approach to Learning (1-4)**
 - **Behaviour for Learning (1-4)**
 - **Progress towards target grades**
(Exceeding, Meeting, Not Yet Meeting)
 - **Mock grades (where appropriate)**

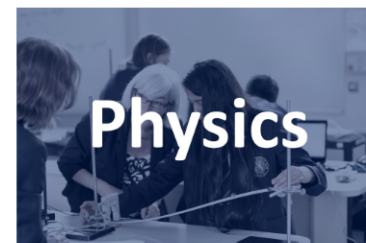


- **Following each report we would like all students to:**
 - **Celebrate their successes!**
 - **Reflect on where their areas for development are and how to improve further.**



SUBJECT CURRICULUM INTENT

Please use the links below to see the Curriculum Intent for each subject area.



- The curriculum outline for each subject is available on our website via the link [here](#).



Urmston Grammar - GCSE Course Information

The following information has been provided to assist parents/carers in guiding their son/daughter through their GCSE courses. Please note that:

- This information is for Y10s starting their GCSEs in Sept 2023. For other year groups the information is likely to be largely the same though there may be some differences.
- NEA stands for 'Non-examined assessment' and essentially means coursework.
- The only subjects which have higher and foundation tiers of entry are Maths, Sciences and Modern Foreign Languages. Decisions regarding entry levels are made in the spring term of Year 11.

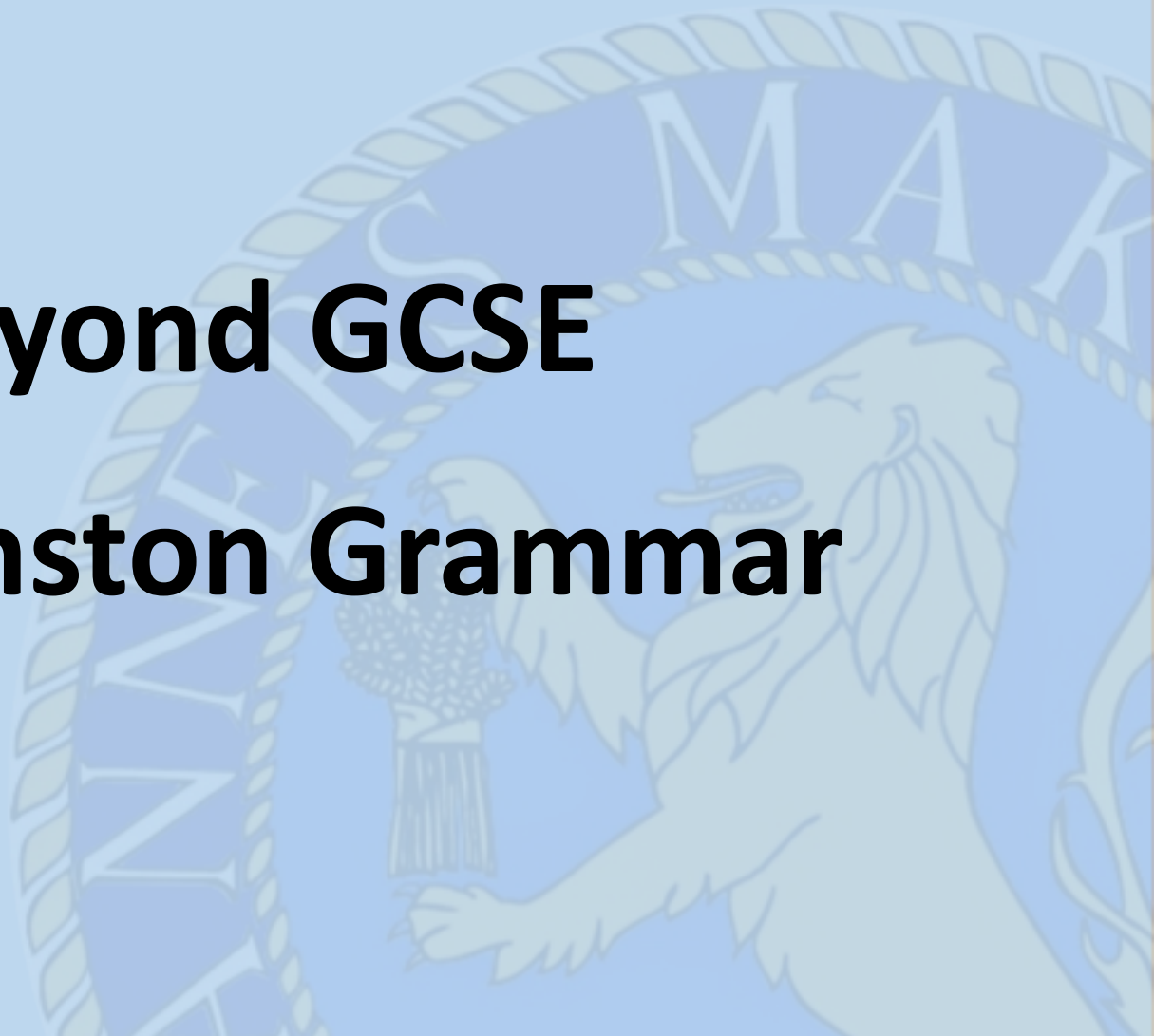
Core Subjects

GCSE Maths	
Exam Board	Edexcel
Specification	Link Here
How is this subject assessed?	Three exams sat in the summer of Year 11: Paper 1 non calculator 90 minutes (33.3%)

- **GCSE Course Information is available on our website via the link [here](#)**



Beyond GCSE at Urmston Grammar





UG Sixth Form

Sixth Form Requirements 2023 *(These are reviewed annually, so are subject to amendment)*

General Entry Requirements

- Minimum 2 x 7 grades & 3 x 6 grades at GCSE
- A minimum of grade 5 in Mathematics and English Language at GCSE.

Subject Specific Requirements

- Courses in subjects taken at GCSE - a minimum of a grade 6 at GCSE.
- Some subjects have more specific requirements. For example...
 - Maths – Grade 7 in GCSE Maths
 - Further Maths – Grade 8 in GCSE Maths
 - Chemistry – Grade 7 in Chemistry/7-6 in Combined Science and 7 in Maths
 - Some humanities/social sciences will require a 6 at GCSE as well as a 6 in English Language



UG Sixth Form

Academic Curriculum

Art & Design Biology
Business Studies
Chemistry
Computer Science
Economics
English Language
English Literature

Further Maths
French
Geography
German
Government & Politics
History
Maths

Music
Psychology
Photography
Physics
Sociology
Physical Education
Religion, Philosophy & Ethics

Enrichment Curriculum

Timetabled enrichment opportunities include:

- EPQ
- Wednesday Electives
- PSHE

Support

- Regular mentoring to support academic progress, wellbeing & post-18 options.
- External speakers & events (Lancaster Uni, Safe Drive & Healthy Lifestyles Day).
- MDV & Oxbridge Programmes



Post-18 Options

How do GCSE results influence university places?

www.ucas.com/search/explore > undergraduate > course of choice > entry requirements

Each course, and most universities and colleges, have different requirements – usually a mix of GCSE and A level qualifications, subjects, or exam grades.

GCSE grades needed to study PSYCHOLOGY BSc:

- ✓ **University of Cardiff** – Grade 6 in English Language & Maths (*A*AA - AAB*)
- ✓ **University of Edinburgh** - Grade 4 in English Language & 7 in Maths (or 66 in Maths and Physics) (*ABB*)
- ✓ **University of Lancaster** – Grade 6 in Maths (*AAA*)



**Mr
Roberts**

**What
makes a
proactive
learner?**



Approach to Learning

Grade 1:

“Positive and proactive approach to all aspects of learning.”

Grade 2:

“Positive approach to learning.”

Grade 3:

“... Immediate improvement needed.”

Grade 4 is very rare.



To achieve to our full potential, we need to understand how to learn

PARENTS





LEARNING TO
LEARN

ST



This section of our website is designed for Ormiston Grammar students to access lots of useful resources and information all in one place.



learningtolearn

Independent learner _____

Pomodoro technique

The technique was first devised in the 1980s by Francesco Cirillo. It was named after the tomato shaped kitchen timer he used to time his short bursts of work.

The method breaks down work into manageable periods (between 20-30 minutes is commonly used) This can often seem less daunting than sitting down for hours at a time to complete tasks.



The technique is ideal for managing workload. Students may set themselves a number of Pomodoros to complete across the week. As they progress from Year 7 through to 13, the number of pomodoros will need to increase.

If they commit to doing **15** sessions across a week, they have the freedom to change plans, have a night off and catch up later.

Alternatively, they might bank some extra Pomodoros on a Monday so that they can earn a lighter night later in the week.



Committing to a set time spent on work each week has a number of benefits.

- Students may slow down and focus on quality of work more
- Once homework is finished, students can use time to review work & older topics, potentially producing revision resources



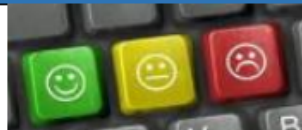


learningtolearn

Independent learner _____

Read/Write/review

Read/write review is a very effective method of revision, allowing students to assess their understanding and challenge their subject knowledge. Spend 30 minutes trying this next time you have an assessment

10 minutes	10 minutes	10 minutes
<ul style="list-style-type: none">• Read through the topic• Write down headings of key sections of the topic	<ul style="list-style-type: none">• Using the headings as a reminder, write down as much as you can remember. Do not look back at notes during this stage	<ul style="list-style-type: none">• Review what you have written• What did you do well?• What did you forget?• What do you not understand?
		
<ul style="list-style-type: none">• Reading is the first step in revision. It is not enough on its own but will allow you to start to build understanding	<ul style="list-style-type: none">• Writing allows you to consolidate your knowledge and reinforce learning• Because you are challenging yourself to remember, you are more likely to remember in the longer term	<ul style="list-style-type: none">• Reviewing allows you to celebrate successes• It also highlights where efforts need to be made to improve recall• It allows you to identify where development might be needed



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Independent learner _____

Managing mistakes



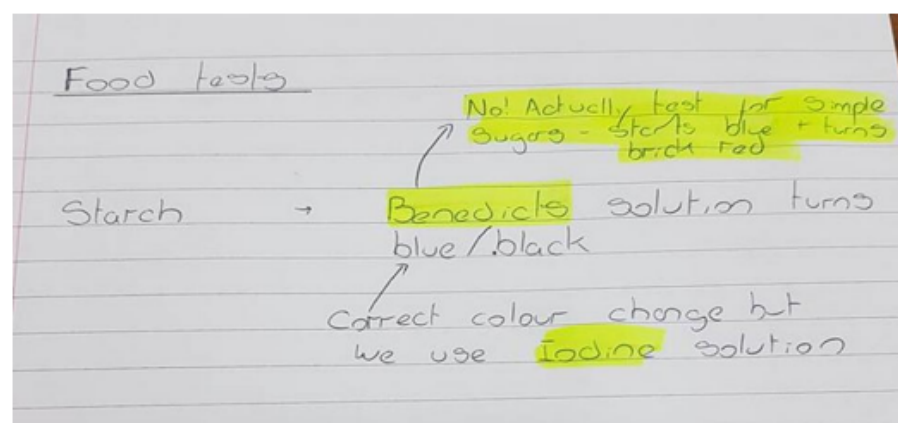
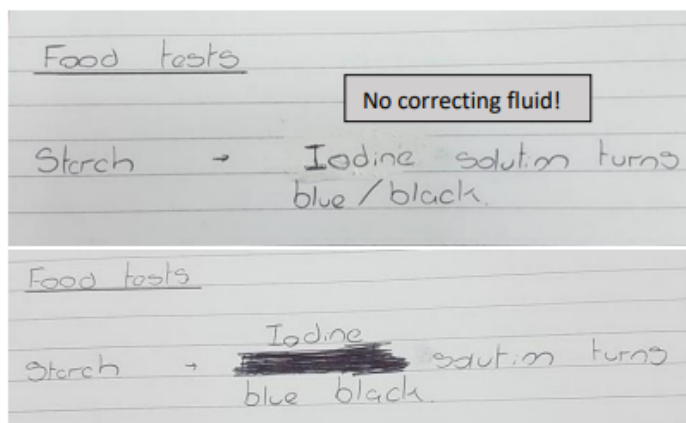
If you make a mistake, how do you respond? Do you rip it out and start again?

Maybe you rub out or cross out the incorrect answer?

Maybe it is best to do neither of these things?

Maybe it's better to **highlight** your mistakes and show corrections alongside them.

Every time you review or revise, you are reminded of the mistake you will want to avoid, thereby reinforcing the correct answer!





learningtolearn

Independent learner _____

Failure is a vital part of learning. While in some subjects you may thrive and understand everything with ease, there will undoubtedly be some subjects where this is not the case.

Preparing to FAIL

F.A.I.L.

First Attempt In Learning

No shame

Surround yourself with people who support each other, there should be no embarrassment about wrong answers

Address difficulties

Don't bury your head in the sand, what can you do to make a situation better and what support might you seek?

Focus on what you can control

Break down into small tasks and identify where you can take control. Keep track of the progress you are making

Don't bottle it up

Make a list of who you can talk to, to help move you forward

Learn from your mistakes

The biggest error is not to capitalise on errors made in seeking to avoid them in the future



Embrace the grey

Life isn't black and white, situations are not wholly positive or negative. Realising that you will not always reach perfection, but will make progress towards it removes huge burdens of stress and anxiety.





Learning to learn

- **Growth mindset:** the most important thing students can learn is how to be an **INDEPENDENT LEARNER.**
- Email sent out just before ½ term – compilation of subject contributions: **“The kind of things which would receive a grade 1 for Attitude to Learning.”**



What contributes to approach to Learning Grade 1?

- Homework **always** of **high** quality
- Make serious attempt at **challenge/bonus/extension tasks**
- Wider research on topics studied
- Take part in **subject-related initiatives** (Maths Challenge/132 Blog/UG music ensemble)
- Make notes without being told



What contributes to approach to Learning Grade 1?

- Study/quote from own notes
- Explore textbooks/subject sites: use these for reference
- Make valuable contributions to lessons
- Ask for more challenging work



Approach to Learning

- Grades are subjective
- Student unhappy with grade? Growth mindset says: “What next?”
- No grade 1s? Try to achieve grade 1 in favourite subject.
- Several grade 1s? Try to maintain these/achieve more grade 1s.
- **KNOW WHEN TO SWITCH OFF.**



**Mr Gough
(again)**

**What
makes a
proactive
parent?**



General

- Much of what you already do!
- Ensure that your child is in school
- Discuss their work with them – look for positives
- Check Satchel One (SMHW) App regularly



General

- **Encourage them to talk to their teachers – include them in parents' evenings**
- **Encourage them to take charge of their own learning – little decisions!**
- **Contact school if there is an issue**



Support

- Provide a place for them to revise
- Help them to avoid distractions – offer to look after their 'phones
- Know when they have exams



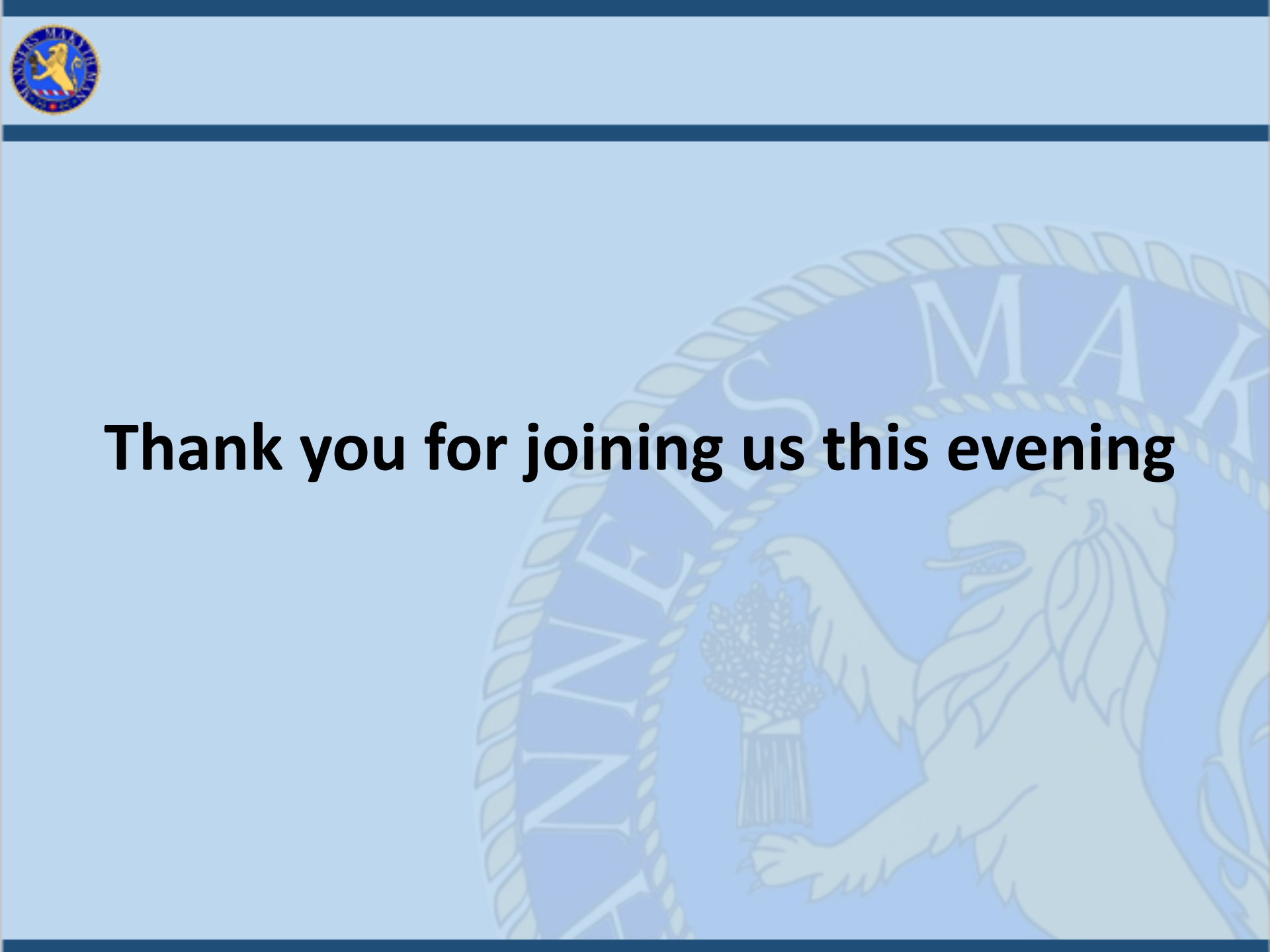
Communicate

- **Talk to your child – encourage them to find “slots” for doing their work.**
- **"All work and no play..."**
- **Make them feel good about their hard work and effort – don't ask for comparisons with friends**



Encourage

- **Encourage them to embrace the challenge and to strive to achieve their very best – it will be worth it in the end.**



Thank you for joining us this evening