



FULSTON MANOR SCHOOL

YEAR 10 INFORMATION EVENING

Wednesday 5th July 2023

AIMS OF THE EVENING

- How do the new GCSEs work?
- How will I know how my child is progressing?
- How is the school supporting progress?
- How can parent and carers support progress?
- What happens next?



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GRADES INFORMATION



CAUTION

| | | PPE | Term 3 | Attitude to Classwork | Attitude to Homework |
|---------------------------|--------------------------|----------------------|--------|-----------------------|----------------------|
| <p>No image available</p> | English Language | 7 | 7 | 8 | 7 |
| | English Literature | 7 | 7 | 8 | 7 |
| | Mathematics | 7- | 7 | 8 | 8 |
| | Science: Bio, Chem, Phys | 7-6,, | 8-8 | 8,7,8 | 8,7,8, |
| | History | 7 | 8 | 8 | 9 |
| | Geography | 7- | 8 | 9 | 8 |
| | Drama | 7 | 7 | 7 | 8 |
| | Religious Studies | 7 | 8 | 9 | 8 |
| Current Attendance | 100% | Attitude Rank | | 9 | |

This student needs to focus on the low fine grades (8-,7-)




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GRADES INFORMATION

This student is at even greater risk because some of the estimates have low fine grades.



| | | PPE | Term 3 | Attitude to Classwork | Attitude to Homework |
|---|--------------------------|----------------------|--------|-----------------------|----------------------|
|  <p>No image available</p> | English Language | 4- | 5- | 4 | 4 |
| | English Literature | 4- | 5- | 4 | 4 |
| | Mathematics | 4 | 4 | 5 | 2 |
| | Science: Bio, Chem, Phys | 3,4-,2- | 4,4-,3 | 5,5,3 | 1,2,2 |
| | Citizenship | 5- | 5 | 4 | 3 |
| | History | 3- | 5- | 4 | 4 |
| | Religious Studies | 2 | 4- | 5 | 3 |
| Current Attendance | 87.4% | Attitude Rank | | 183 | |



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THOUGH NO ONE CAN GO BACK AND MAKE A BRAND NEW START, ANYONE CAN START FROM NOW AND MAKE *A brand new ending.*

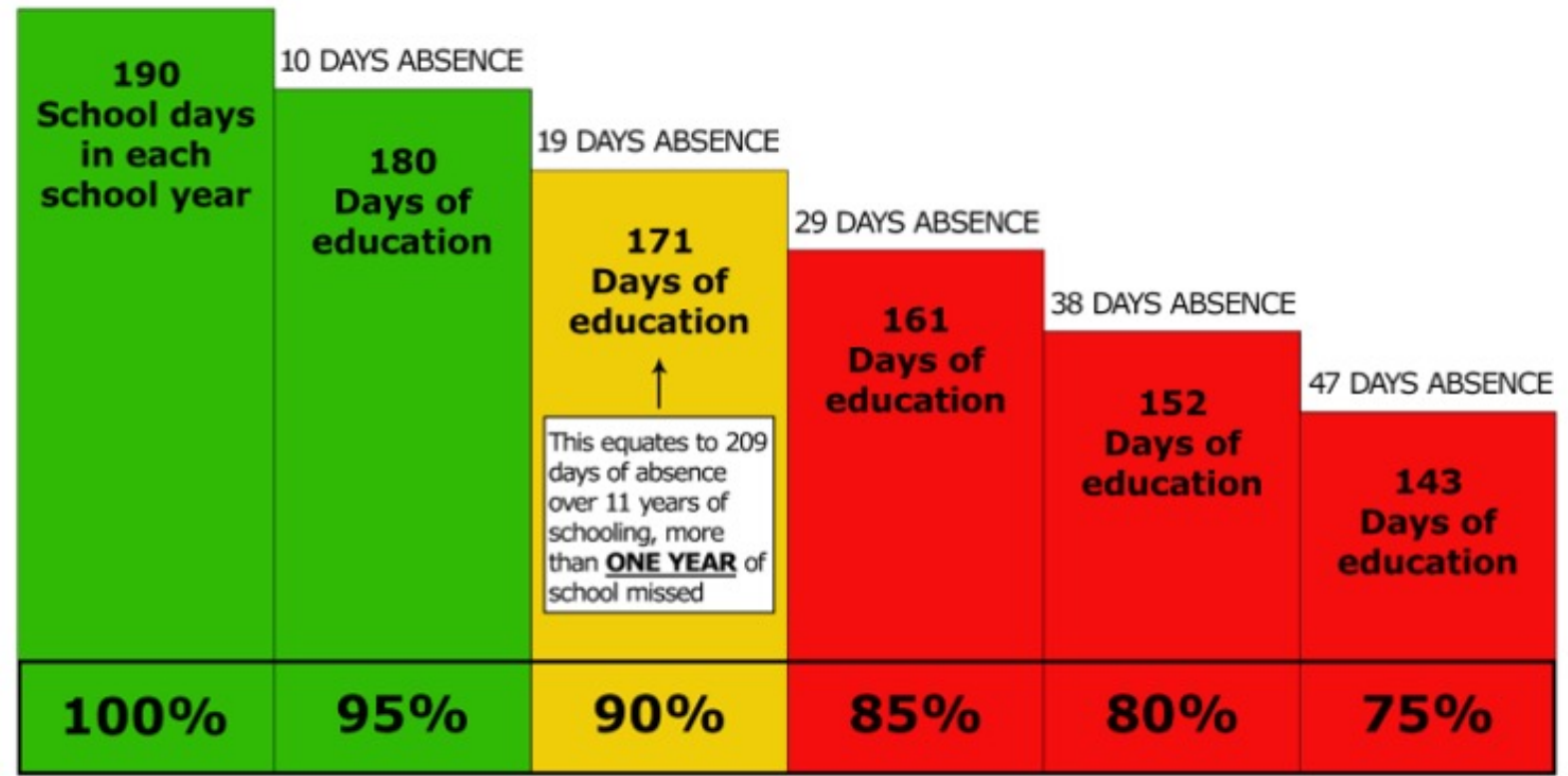
Each day of school missed means missing 5 hours of missed learning, including crucial content for exams and coursework.

When you're not around, your grades go down!

**175
Non school days
each year**



175 days to use for family time, vists, holidays, shopping, household jobs and other appointments



GOOD

Best chance to succeed

WORRYING

Makes it harder to progress

SERIOUS CONCERN

Celebrating success is very difficult

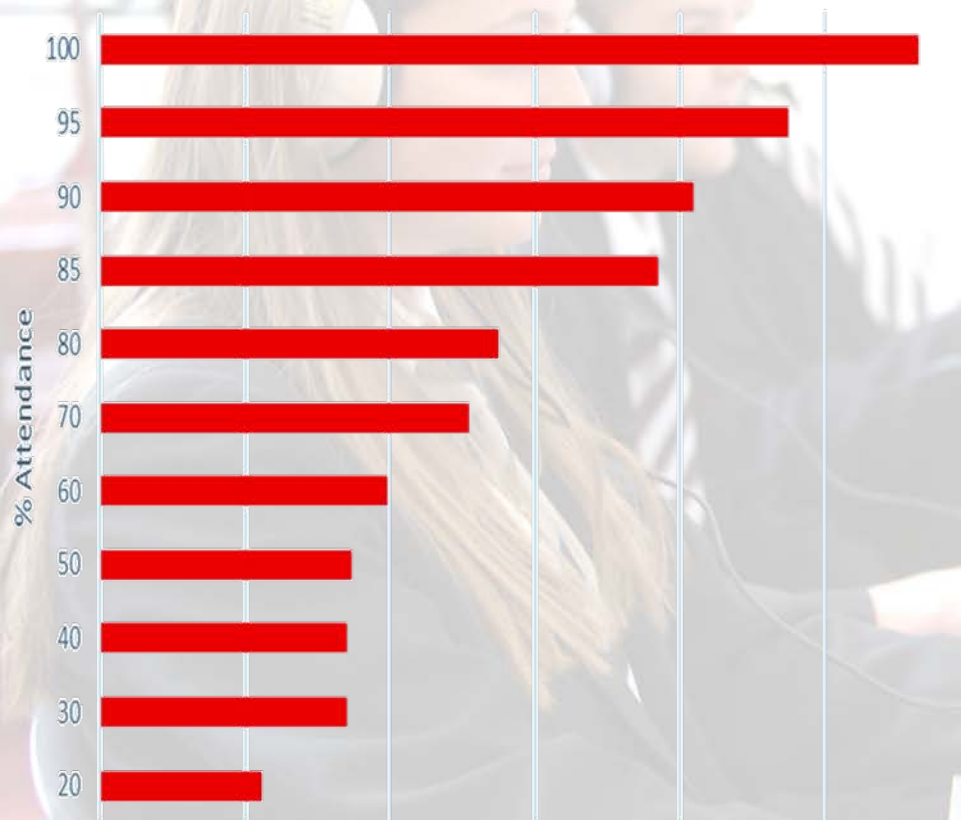


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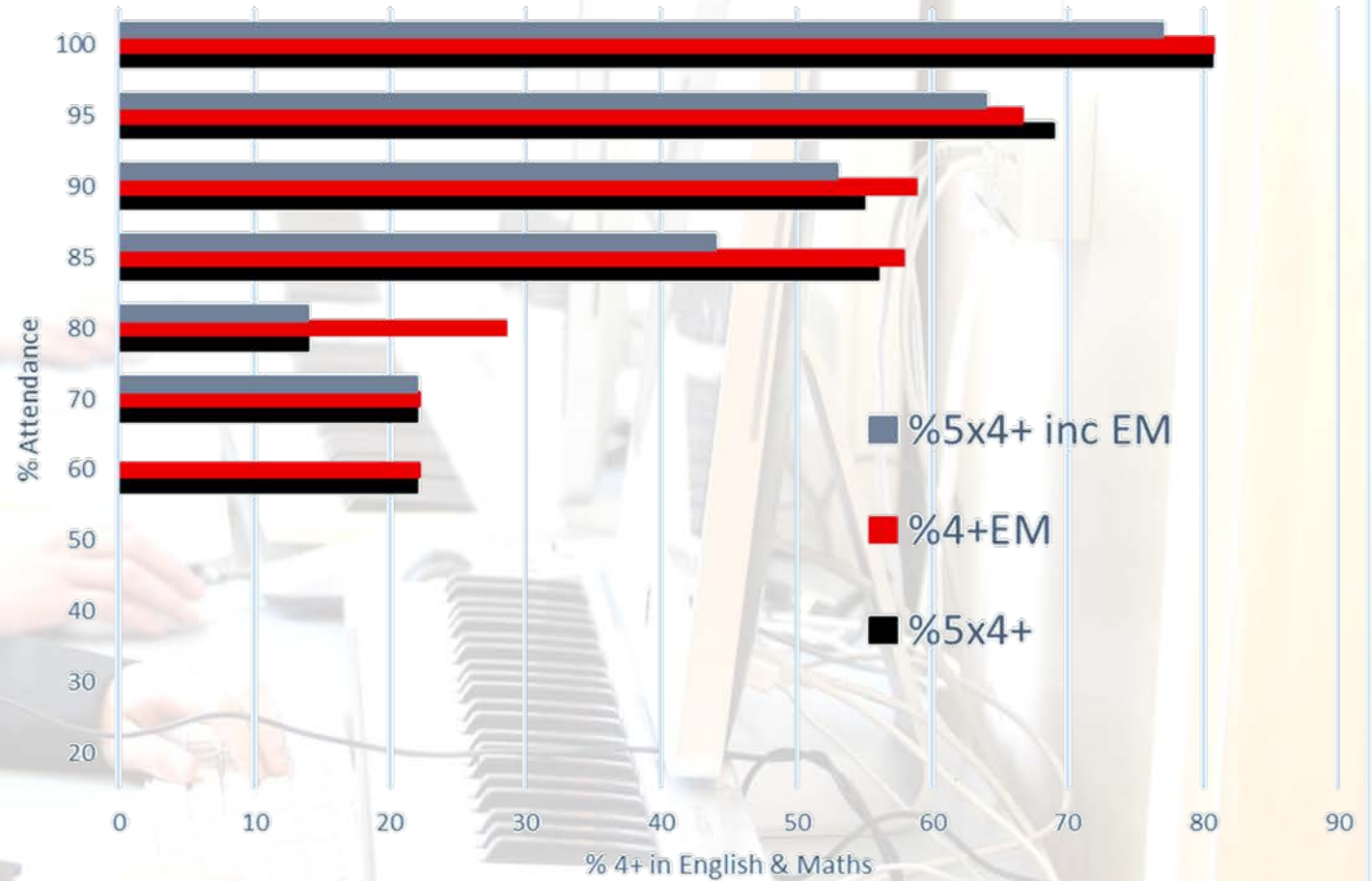
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ATTENDANCE AND ATTAINMENT

Attendance Vs Attainment



Attendance vs English & Maths 4+

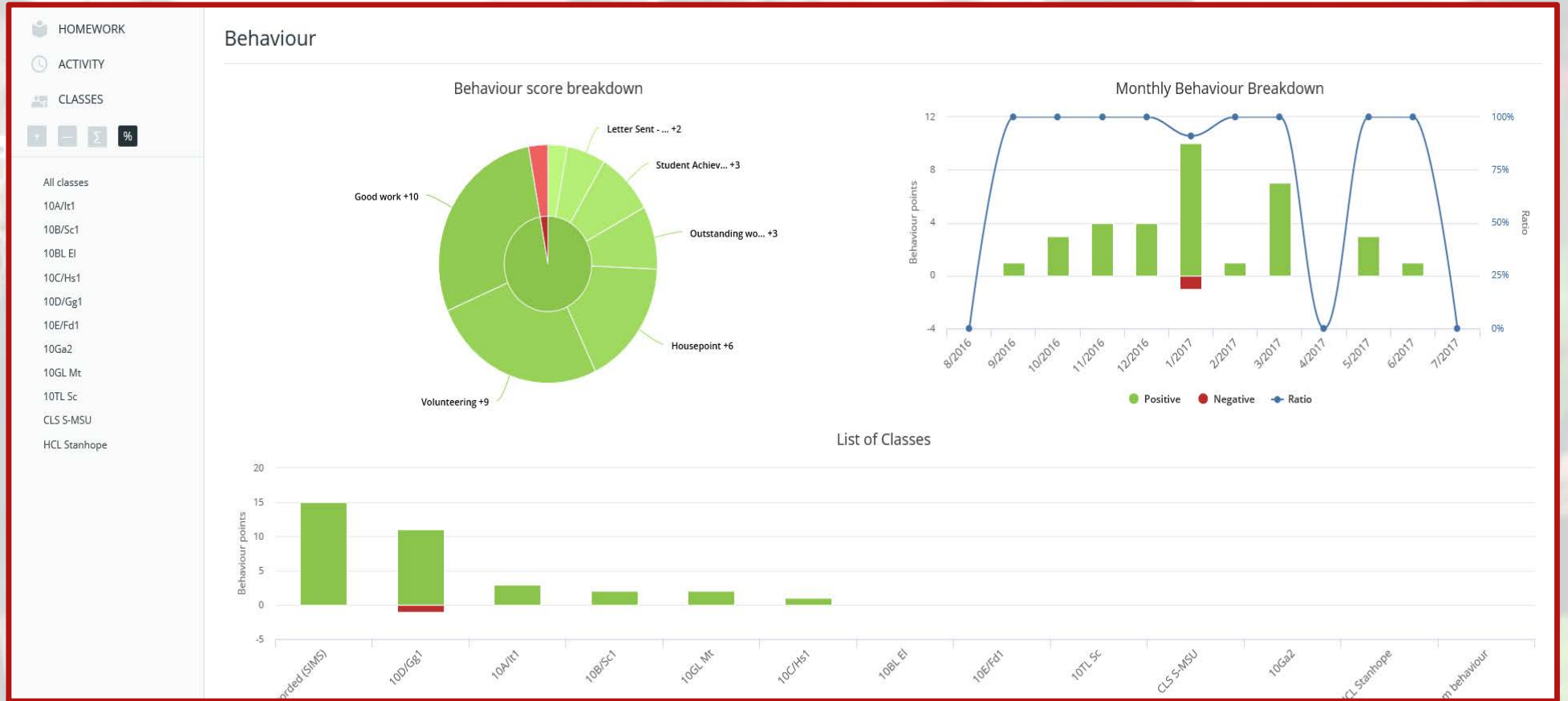


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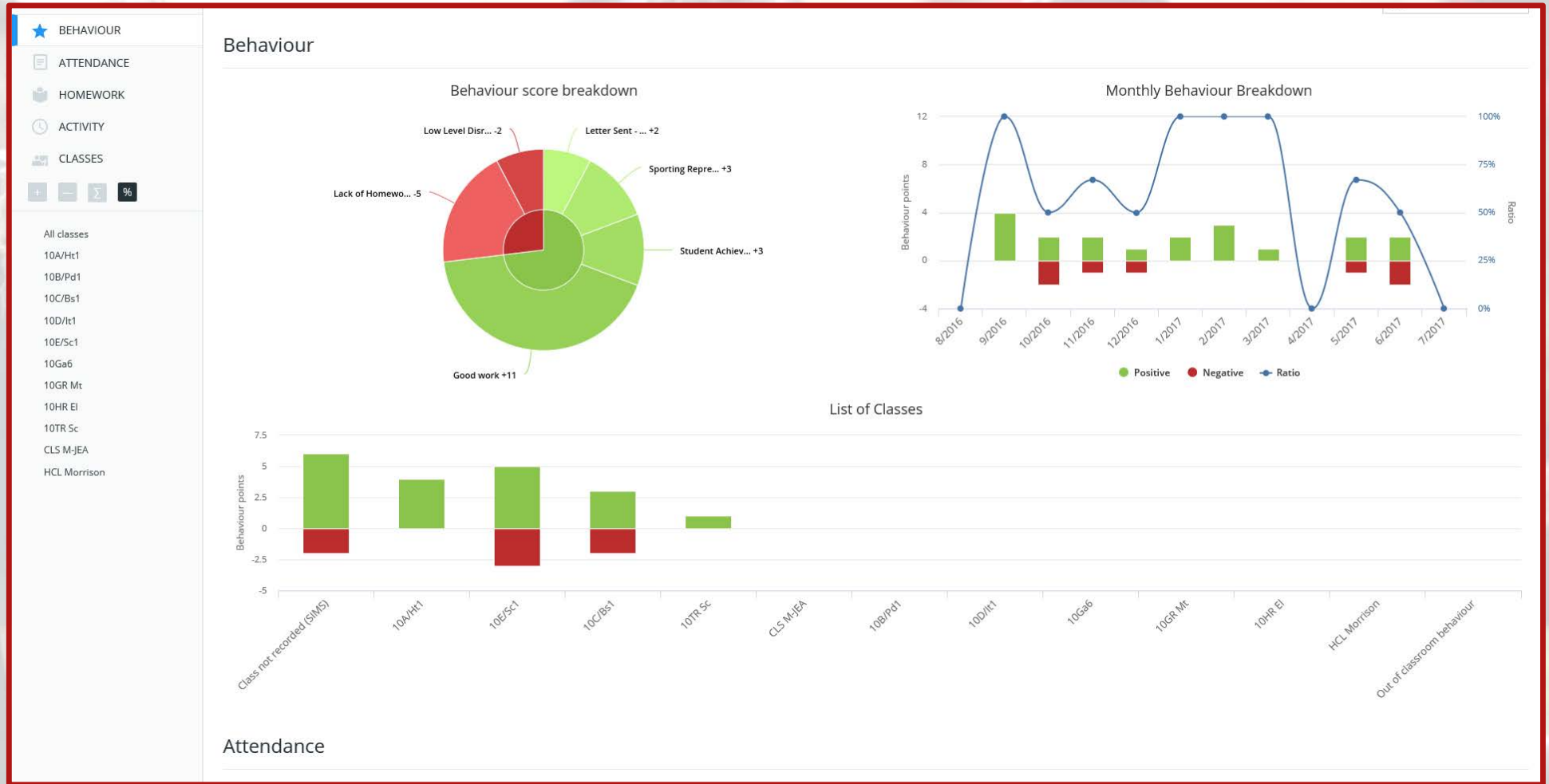
BEHAVIOUR LOG

This student is making excellent progress in all of their subjects and this is their behaviour log record since August.



BEHAVIOUR LOG

This student is making just expected progress – most of the negative entries are for a lack of homework.

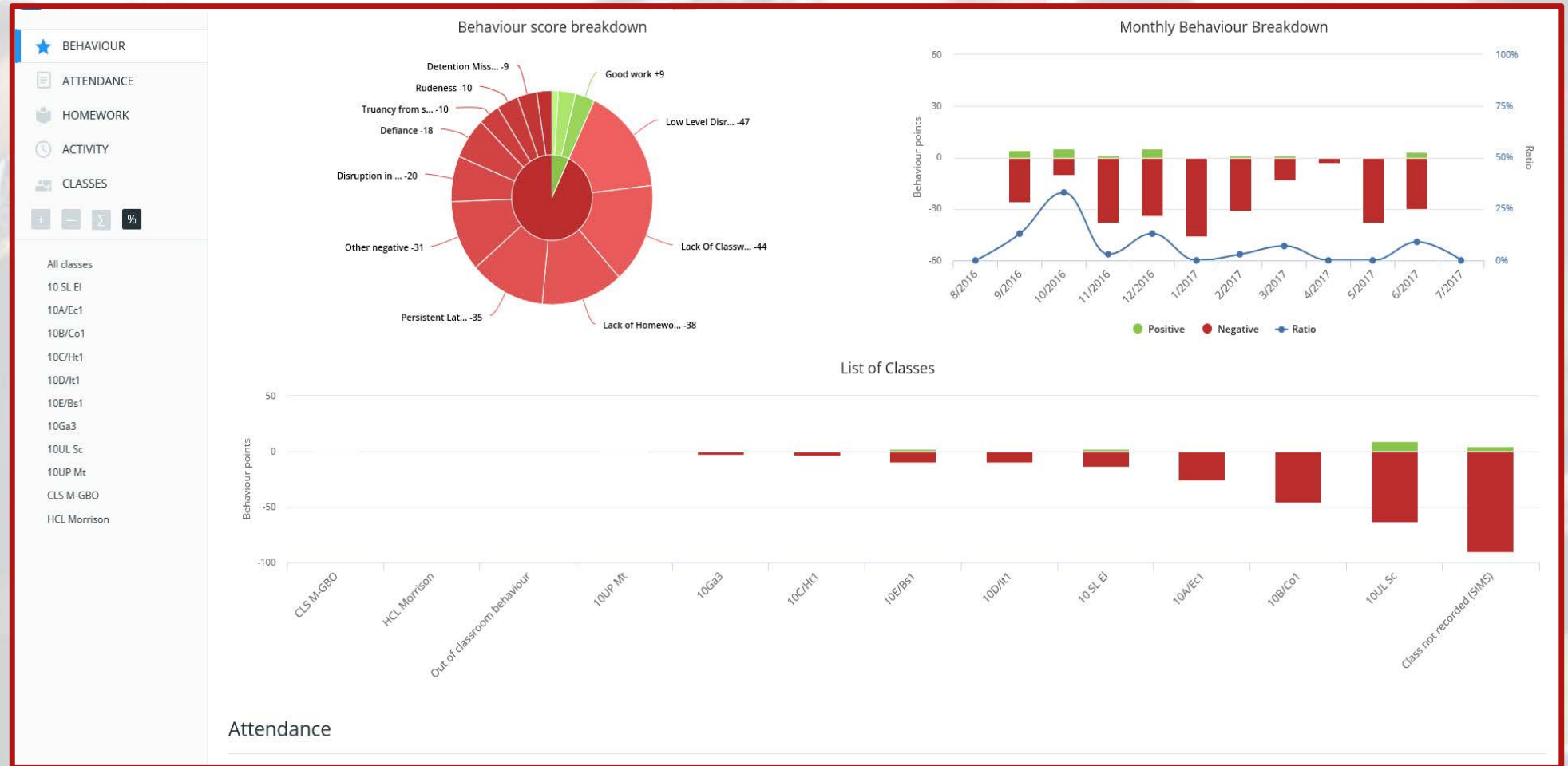


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BEHAVIOUR LOG

This student is making below expected progress. This is their behaviour record.



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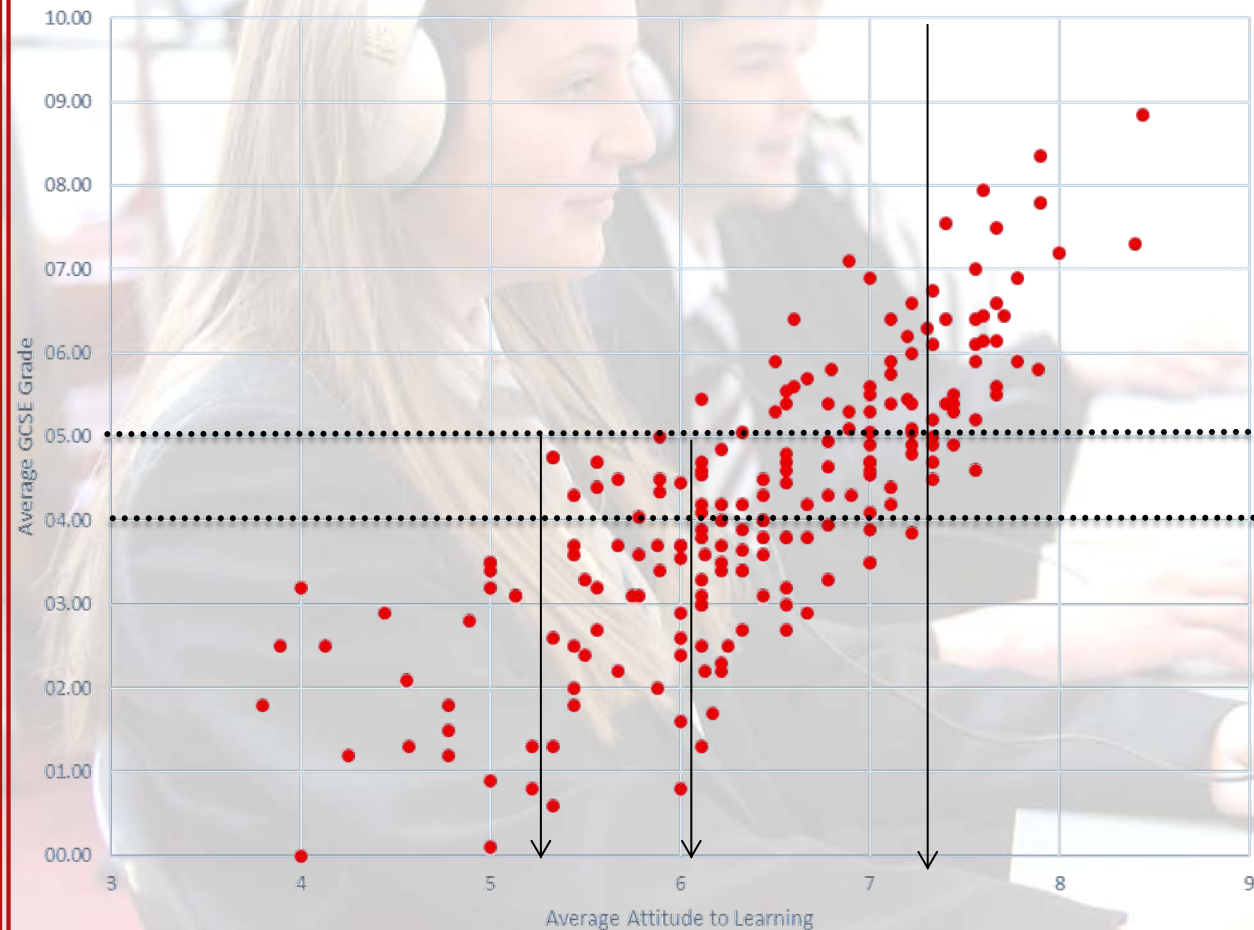
ATTAINMENT AND ATTITUDE TO LEARNING DESCRIPTORS

| Poor attitude towards learning | | |
|--|--|--|
| 1 | 2 | 3 |
| A student who is disruptive and unprepared to learn. His/Her poor attitude and behaviour adversely affects his/her own learning and that of others. He/She will often reject help and guidance that would enable him/her to further his/her learning. | A poorly motivated student whose behaviour and negative attitude adversely affect his/her own learning and that of others. He/She is inattentive in class. The student regularly fails to complete work. | An underachieving student who demonstrates little motivation to learn. The student shows minimal commitment to work. His/Her attendance is erratic. |
| Variable attitude towards learning | | |
| 4 | 5 | 6 |
| A student with the potential to achieve more, but whose lack of commitment to work is hindering his/her progress. He/She is capable of distinguishing what he/she needs to do to enhance his/her learning but often chooses not to do so. Work is usually completed to a basic standard. | A student who completes work to a standard in line with his/her ability but does not show real commitment to his/her studies. | A student who generally completes work to a standard in line with his/her ability. He/She demonstrates some initiative and will normally seek assistance when required. |
| Good attitude towards learning | | |
| 7 | 8 | 9 |
| A committed student, who demonstrates a keen interest in his/her work and who is determined to achieve. He/She is developing the skills to advance his/her own learning. He/She will always aim to complete work to the best of his/her ability. | A motivated student, who takes full responsibility for his/her learning and who always completes work to a very high standard. He/She demonstrates initiative and has a positive, reflective approach to learning. | A highly motivated exemplary student who is likely to achieve his/her full potential. A reflective learner, able to recognise and work to remedy weakness. A highly organised independent learner. |

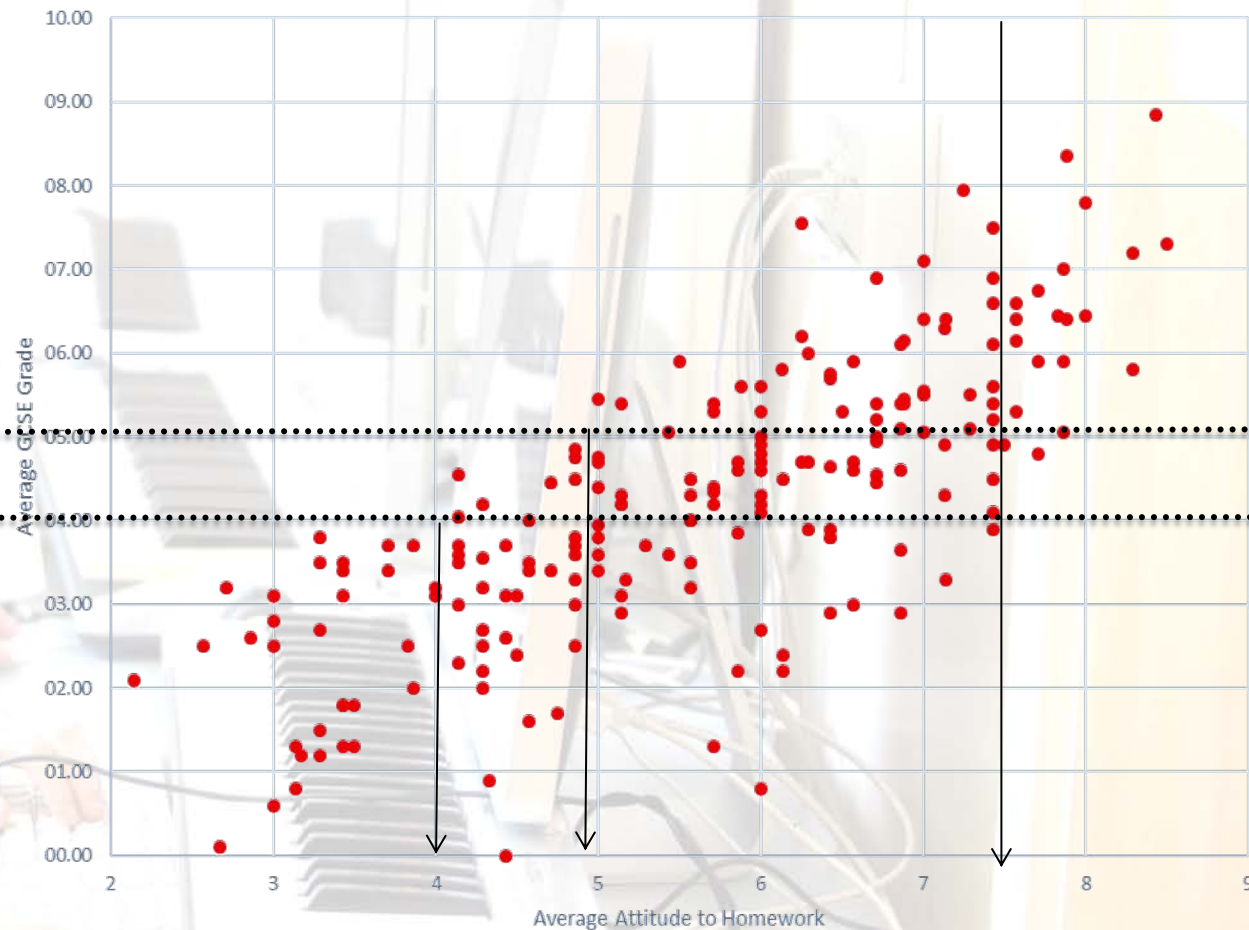


ATTITUDE AND ATTAINMENT

Attitude to Learning vs Average GCSE Grade



Attitude to Homework vs Average GCSE Grade



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ATTITUDE TO HOMEWORK GRADES

| Poor attitude towards homework | | |
|---|--|--|
| 1 | 2 | 3 |
| <p>A student who rarely/never attempts homework or meets deadlines. His/Her poor attitude to homework adversely affects his/her own learning and progress. He/She will often reject help and guidance that would enable him/her to complete work on time.</p> | <p>A poorly motivated student who frequently fails to attempt homework or meet deadlines. He/She is inattentive (in class) therefore is often unclear about what is expected from homework.</p> | <p>An underachieving student who demonstrates little motivation to complete homework or meet deadlines. The student shows minimal commitment to homework. His/Her attendance is erratic, impacting the quality of work he/she produces outside of lessons.</p> |
| Variable attitude towards homework | | |
| 4 | 5 | 6 |
| <p>A student with the potential to achieve more, but whose lack of commitment to homework is hindering his/her progress. He/She is capable of distinguishing what he/she needs to do to enhance his/her learning but often chooses not to do so. Homework is usually completed to a basic standard or handed in late.</p> | <p>A student who usually hands work in on time and completes homework to a standard in line with his/her ability but does not show real commitment to his/her studying outside of lessons.</p> | <p>A student who works outside of lessons and generally completes work to a standard that reflects his/her ability and hands work in on time. He/She demonstrates some initiative. He/She acts on previous feedback or seeks assistance when required.</p> |
| Good attitude towards homework | | |
| 7 | 8 | 9 |
| <p>A committed student, who demonstrates a keen interest in his/her homework and who is determined to achieve. He/She is developing the skills outside of lessons to advance his/her own learning. He/She acts on feedback, always aims to complete homework to the best of his/her ability and to hand work in on time.</p> | <p>A motivated student, who takes full responsibility for his/her learning outside of lessons and who always completes homework to a very high standard and very rarely misses deadlines. He/She always acts on feedback, demonstrates initiative and has a positive, reflective approach to learning.</p> | <p>A highly motivated exemplary student who is likely to achieve his/her full potential. A reflective learner, able to recognise the importance of working independently and works to a remedy weakness. A highly organised independent learner who does not miss deadlines. This student is likely to complete homework even if he/she were absent when it was set.</p> |



CLASSCHARTS FOR HOMEWORK

Key Stage 4 – all subjects will set a weekly homework. Mathematics, Science and English homework will be set only once per week but will last for **at least 2 hours.** Other subjects should last **at least one hour per week.**

Homework is set using ClassCharts, to aid organisation in completion and submission of work and to aid students' independence.



If you do not have access to ClassCharts yet, please speak to someone at the end of this presentation



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PURPOSES OF HOMEWORK

Increasingly at Year 11:

- To encourage students to develop the skills, confidence and motivation needed to study effectively on their own – responding to examination questions
- To increase the student's self-discipline in preparation for further education
- To consolidate and reinforce skills and understanding developed within school
- To extend school learning through application to new tasks
- To extend the student/parent and carer/teacher partnership by informing parents and carers about the work students are doing. Also, to develop the involvement of these adults in the management of the student's work
- To exploit resources not available in school



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YEAR 11 MATHEMATICS



Tools of the trade.....

- Pen, Pencil, Ruler, Rubber
- Scientific Calculator
- Compass
- Protractor

BRING TO EVERY LESSON!!



Maths Genie

QUESTIONS.....QUESTIONS.....QUESTIONS.....

- 2 Tier entry – Foundation or Higher
- Final Tier of Entry not decided until March of Year 11
- Decision will be made to maximise outcome
- EXAM – Consists of 3 papers
 - Paper 1 = Non-calculator
 - Paper 2 & 3 = Calculator
 - Each Paper is 90 minutes

| | |
|---|--|
| Write your name here | |
| Surname | Other names |
| <input type="text"/> | <input type="text"/> |
| Pearson Edexcel Level 1 / Level 2 GCSE (9–1) | Centre Number <input type="text"/> |
| | Candidate Number <input type="text"/> |
| Mathematics | |
| Paper 2 (Calculator) | |
| Higher Tier | |
| Thursday 8 June 2017 – Morning | |
| Time: 1 hour 30 minutes | |
| Paper Reference 1MA1/2H | Total Marks <input type="text"/> |
| <small>You must have: ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, calculator. Tracing paper may be used.</small> | |



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YEAR 11 MATHEMATICS



Maths Genie

- Attendance above 95%
- Fully commit to each and every Maths lesson
- Attend workshops and any extra sessions
- Seek assistance when needed
- Complete Past Papers in preparation for fortnightly run through

| | |
|--|-----------------------------------|
| Write your name here | |
| Surname | Other names |
| Pearson Edexcel | |
| Level 1 / Level 2 | Centre Number |
| GCSE (9-1) | Candidate Number |
| Mathematics | |
| Paper 2 (Calculator) | |
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| Total Marks | |



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SCIENCE - EXAMS

Triple science Vs Combined science

In combined science you will receive one double grade (6-6)

You will take either higher or foundation for all 6 papers.

In Triple you will received a single grade for each subject (6)

You can take a combination of higher and foundation for each subject.

| | | Combined Science Trilogy | Triple |
|-----------|-----------|--------------------------------|----------------------|
| Biology | 2 x Exams | Trilogy –Biology 1hr 15m | Biology 1hr 45m |
| Chemistry | 2 x Exams | Trilogy – Chemistry 1hr 15m | Chemistry 1hr 45m |
| Physics | 2 x Exams | Trilogy – Physics 1hr 15m | Physics 1hr 45m |



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SCIENCE - RESOURCES

SENECA Learning - <https://senecalearning.com/en-GB/>

Oak National Academy - <https://continuityoak.org.uk/Lessons>

BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

Physics and maths tutor - <https://www.physicsandmathstutor.com/>



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YEAR 11 ENGLISH

8700 English Language

Paper 1 Explorations in creative reading and writing

Paper 2 Writers' viewpoints and perspectives

8700 English Literature

Paper 1 Shakespeare and the 19th Century Novel

Paper 2 Modern texts and poetry

Pens, highlighters.

Poetry Anthology

Copies of texts (if you want to annotate your own!)

- Macbeth
- An Inspector Calls
- A Christmas Carol

AQA 

GCSE English



Macbeth

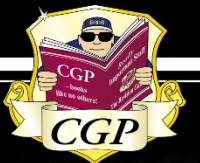
GCSE English



GCSE English
An Inspector Calls

**An Inspector
Calls**

GCSE English



**A Christmas
Carol**



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YEAR 11 ENGLISH

How can you help?

- Encourage attendance at workshops
- Communicate any worries/issues with class teacher
- Support with homework

- Attendance above 95%
- Fully commit to each and every English lesson
- Attend workshops and any extra sessions
- Seek assistance when needed
- Fortnightly Friday assessments
- Homework booklets



BBC
BITESIZE

 **sparknotes**



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PROVISIONS AND SUPPORT FOR MY CHILD

Teaching staff have a working knowledge and understanding of the individual strengths, weaknesses and needs of the students they teach.

In addition to closely monitoring students academic progress and initiating interventions as deemed necessary, listed below are some of the key provisions provided to ensure support for all students

Students with **Special Educational Needs and Disabilities** (SEND)

- Individual student provision plans (for selected students) are available/provided to staff
- Provision strategies, specific to individual types of need, such as ADHD, ASD and Dyslexia are available/provided to staff

Students who are eligible for **Pupil Premium** (PP)

- We ensure students are suitably resourced, particularly for PPE and Public Examinations
- Sixth Form Mentoring Programme

High Ability Pupils (HAPs)

- We promote self-initiated and self-directed learning
- We have high expectations of all students and tailor lessons to the highest ability



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EXAMINATION ACCESS ARRANGEMENTS

Access arrangements are modifications or provisions, made in public examinations and controlled assessments such as coursework, for students with evidence of a defined need.

Access arrangements must be **approved by the examination boards** before an assessment in which they are to be provided.

The **criteria for eligibility** for the arrangements are laid down by the **examination boards ('the awarding bodies')**.

Making special arrangements for candidates to take examinations is the responsibility of the SENCO.

It is important to note that there must be sufficient evidence from teaching staff that the need for 25% additional time, a Scribe, a Reader is the students **Normal Way of Working**. This is a JCQ (Joint Council for Qualifications) requirement.

'Anxiety'

It is normal for candidates to suffer from anxiety in examinations and in most cases this will not fall under the definition of a disability as defined by the Equality Act 2010. Fulston Manor School follows JCQ guidance that anxiety will not ordinarily be a reason for the school to apply access arrangements, including allowing the candidate to sit examinations in a separate room even if that is supported by a letter from a GP. We will, however, look at individual cases and decisions will be made by the examination officer, examinations secretary and SENCO.



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TEENAGERS

- Teenagers are lovely
- Teenagers are lazy
- Teenagers rarely think long term
- Teenagers live in the moment
- Teenagers are scrupulously honest
- Teenagers' perceptions are not always accurate



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PARENT AND CARER/TEENAGER CONVERSATIONS

“What is the point of doing well at GCSE?”

Achieving 5 or more good grades adds on average £80,000 to lifetime earnings (achieving 2 or more A Levels adds £140,000)

“I only need 2 Grade 4s to get onto a college course”

The course will be at a low level, it will take longer to qualify, it is likely to have a high drop-out rate, leaving students trapped when applying for alternatives

“I don't need to work outside school hours”

Successful students will be doing at least 10 hours a week outside of the school day throughout Year 11 (35 hour working week)



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PARENT AND CARER/TEENAGER CONVERSATIONS

“I have nothing to do”

There are a huge range of revision sites/resources available online for all students to be used when specific work is not set, as well as revision guides, etc.

“PPEs/Mock Examinations are not important, there’s no point in revising for them”

These examinations are essential preparation; successful students treat them like the real thing

“Teachers are not helping me/are picking on me/it’s not fair”

Everyone wants the same outcomes. Successful parents and carers contact the school to discuss situations before reaching conclusions



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STUDENTS

Successful students are successful because home and school work together to persuade, encourage, cajole, nag and push them into giving of their best at all times; they are rarely grateful at the time, they are always grateful later.

Unsuccessful students are unsuccessful because home and school do not work together to persuade, encourage, cajole, nag and push them into giving of their best at all times; they are often grateful at the time, they are never grateful later.



WHAT CAN I EXPECT IN YEAR 11?

- Meeting with the school leadership group to help map out the year – followed by regular communication from the school
- Afterschool workshops to allow further structured support
- Support in preparing for examinations – revision methods and study skills
- The opportunity to attend Saturday workshops prior to examinations
- Clear access to relevant revision materials via the school website
- Quality purposeful Year 11 homework linked to examination preparation
- The opportunity to reflect on progress within the year and seek help where needed
- The use of Apps/technology to support learning
- Regular Year 11 assemblies to help guide you through the year
- Holiday workshops – helping with practical and revision work
- Plenty of examination questions for you to practice!
- Sometimes we give students a gift or two to help them along the way!



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YEAR 11 WORKSHOPS

Sample timetable – details tbc

| WEEK ONE | | | | |
|-----------------|-------------------|----------------|----------------------|---------------------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Mathematics | Science | Triple Science | English | Financial Education |
| | | | | History |
| WEEK TWO | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Computing | Citizenship | Triple Science | Art and Design | Business Studies |
| Dance | IT | | Design Technology | French |
| Food Technology | Music | | Health & Social Care | Photography |
| Geography | Photography | | Physical Education | |
| | Religious Studies | | | |
| | Textiles | | | |



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CALENDAR OF EVENTS

| | |
|--|---|
| October 2023 | Prospectus containing subject information. Further subject information at 6 th Form Open Evening |
| Wednesday, 1 st November 2023 | Progression routes to consider (6 th Form Open Evening 6–8pm MH). |
| Early November 2023 onwards | Online applications for Post-16 courses commences. Acknowledgement of applications will be ongoing, as and when we receive them. |
| November 2023 | Year 11 Pre-Public Examinations (PPEs) |
| End of January 2024 | Option Blocks will be produced, once sufficient applications have been received. |
| 22 nd February 2024 | Year 11 Parents' Evening. Subject teachers will give information on how each student is performing in the current courses. Sixth Form staff will be available to answer any questions concerning the Sixth Form. |
| 7 th March 2024 | Year 11 Showcase |
| 21 st March 2024 7:00 p.m. until 8:00 p.m. | Year 11 Information Evening |
| May – June 2024 | GCSE Examinations. |
| Week beginning 22 nd June 2024 | Sixth Form Induction Week. Students can try out their courses and be a sixth former for the week. |
| Thursday, 20 th August 2024 | GCSE results, accompanied by a letter confirming course place or invitation to discuss other options. |
| 21 st , 25 th and 26 th August 2024 | There will be interviews for students who need to discuss course choices. |
| Early September 2024 | Commencement of courses. |



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IMPORTANT DATES

Monday 27th – Friday 31st May 2024
Half Term Holiday

Book Return Day
Friday 21st June 2024

Publication of GCSE Results
Thursday 22nd August 2024



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GCSE EXAMINATIONS

Thursday 9th May – Friday 28th June 2024

Morning examinations start at 9:15am – Afternoon examinations start at 1:45pm unless otherwise stated. Please arrive 15 minutes before the scheduled start time. Full details of examination dates and times will be made available nearer the time.

| Sample Sheet Only (dates shown below not accurate) | | |
|---|--|-----------------------------------|
| Monday 11th May | Digital Media (21526E01) 1h Citizenship Studies (41051) 1h | Morning Afternoon |
| Tuesday 12th May | French Listening (46551F/H) Fdn-35m/Hgh-45m French Reading (46552F/H) Fdn-30m/Hgh-50m | Morning Morning |
| Wednesday 13th May | Religious Studies (40552) 1h 30m | Afternoon |
| Friday 15th May | Physical Education (5PE01) 1h 30m | Afternoon |
| Monday 18th May | English Literature (97151/F/H) 1h 30m Religious Studies (40553) 1h 30m | Morning Afternoon |
| Tuesday 19th May | Geography (5GB1F01/H01) 1h 15m | Afternoon |
| Wednesday 20th May | Business Studies (413001) 1h Science (B711/01/02) 1h 15m Biology (B731/01/02) 1h 15m | Morning Afternoon Afternoon |
| Friday 22nd May | English Literature (97152/F/H) 1h 15m | Morning |



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SUCCESSFUL STUDENTS

Time in School – Successful students, as well as working hard in every lesson, actively seek out their teachers for extra help or explanation of areas they are finding difficult

Workshops – Successful students attend all relevant workshops, both after school and during holiday periods

Homework – Successful students complete at least 10 hours a week of homework and additional study in the period between now and their examinations

Organisation – Successful students plan their time carefully, establishing clear revision schedules, knowing the dates of all deadlines and examinations and focusing on those subjects in which they most need to make rapid progress



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SUCCESSFUL STUDENTS

Support – Successful students regularly seek support from tutors and mentors to enable them to overcome any barriers to progress and follow advice given by all staff

Deadlines – Successful students not only meet deadlines but allow time for redrafting and improvement where possible

Revision – Successful students implement a range of different revision techniques, including the use of internet resources and past papers, to ensure that they are well prepared for all examinations

Urgency and Calmness – Successful students display a sense of urgency and purpose, remaining calm as examinations approach because of the preparation that has been done in advance



Post 16 CONSULTATION

Will be launching in October 23

Post 16 Evening is in November 23

Looking for students to get Grade 5s for entry to Level 3 courses



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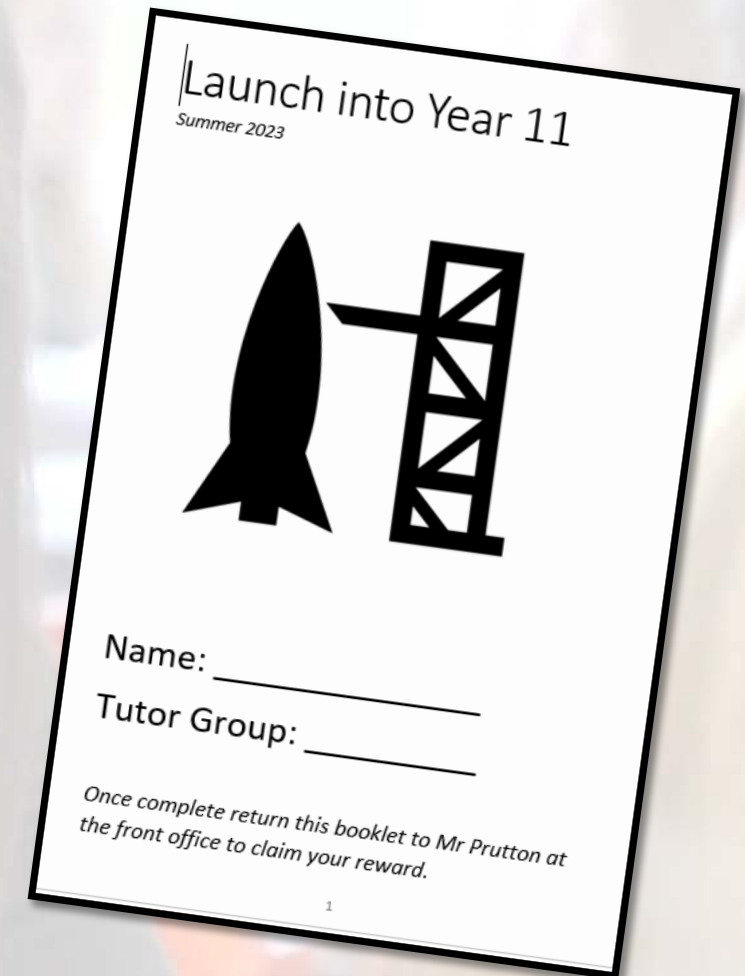
Something to take away from this evening

We know that students are keen to get started with their final GCSE year, so we have produced a self study booklet for students to complete over the summer break.

This booklet covers some basics about how to revise for examinations and how to prepare for Year 11.

Please collect your copy from the front before you go, (you will also receive a digital copy of this).

If you would like to be entered into the Summer Preparation Draw to win prizes, once complete return your booklet to Mr Prutton (email or paper copy is fine)





***Thank you very much for
attending this evening.***

***We look forward to your
continuing support in the
years ahead.***