

Welcome to Year 10 Introduction Evening

KENILWORTH SCHOOL

Outline of the Evening

- ❖ Success at Key Stage 4
- ❖ Curriculum
- ❖ Pupil Targets and Tracking
- ❖ How to Succeed
- ❖ Pastoral Support

KS4 Exam Performance - 2016

Headlines 2016

	(2016)
9 – 4 in Maths and English	86% (82%)
9 – 5 in Maths and English	65%
9 – 7 in Maths and English	27%
EBACC	44% (43%)

Average grade B

Progress 8 (2016) – 0.31

Top Grades

Percentage of A* grades	13%	
Percentage of A*/A grades	32%	
		(National)
English Language Grade 9	6.4%	(2.2%)
Mathematics Grade 9	6.7%	(3.5%)

New Curriculum

Why the change?

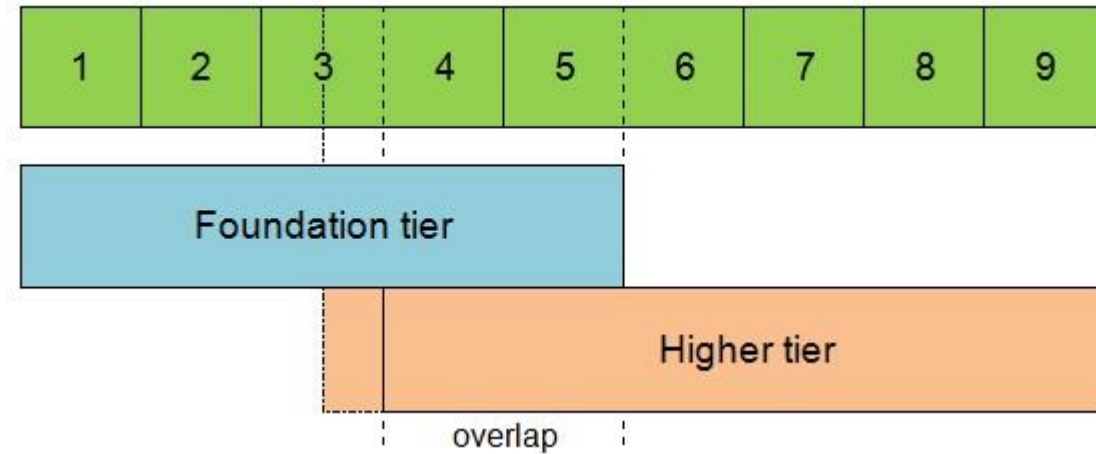
1. Provide a stronger foundation for further study and employment, keeping pace with demands from universities and employers
2. Support students in developing the knowledge, skills and values they need in modern life
3. Match the standards of the best education systems in the world

GCSE – The main changes

- ❖ Assessed by examination in most subjects
- ❖ Final Exam at the end of the Year 11
- ❖ One tier entry, only Maths, Science and languages will have different papers for higher and foundation
- ❖ Awarded grades in most subjects from 1 to 9, with grade 9 being the highest grade

GCSE Grades 1 - 9

New GCSE Grading Structure										
9	8	7	6	5	4	3	2	1	U	
			←		4 = C and above		→			
A*		A	B	C	D	E	F	G	U	
Current GCSE Grading Structure										



‘Good’ Pass – GRADE 5

<https://www.gov.uk/government/news/new-gcse-9-to-1-grades-coming-soon>

English GCSE

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Key details about the exams:

- ❖ No coursework/controlled assessment folders
- ❖ Closed book examination (no books in exam)
- ❖ Tiered papers (all pupils will sit the same examinations)
- ❖ Speaking and Listening (now called Spoken Language) still must be completed but is worth 0% of the overall mark.
- ❖ The weighting for the exam is 50% Reading 50% Writing.

What's included:

- ❖ 100% exam after two years (a two year course)
- ❖ The inclusion of 19th 20th and 21st century texts 'high quality and challenging'
- ❖ Increased emphasis on providing appropriate supporting textual referencing (knowing the texts well)
- ❖ An increased weighting in the marking of technical accuracy in both the Language and Literature exams.

How the English Department are meeting these needs:

- ❖ The school has embedded an extra hour of literacy into the curriculum at KS3.
- ❖ The KS3 Curriculum continues to be adapted and accommodate and prepare pupils for the new specifications.
- ❖ There will be an assessment every half term which will focus on skills required for questions featured on the English Language and English Literature papers (A mini-mock with a question taken from a paper)
- ❖ This allows us to track what your child is good at, and also where they may need extra support or further teaching.
- ❖ More frequent mock exams embedded into the school year.
- ❖ Targeted revision sessions in the latter half of the year.

What you can do at home to support your child:

- ❖ Reading. Please encourage pupils to read a range of texts particularly 19th century texts by writers such as Thomas Hardy, Jane Austen, Edgar Allan Poe and Charles Dickens etc.
- ❖ It is not enough to have 'read' the set texts. Pupils must be able to identify and discuss the effects of the writer's language choices and techniques, as well as structural significance. So annotations – on every page!
- ❖ We read every Friday during registration – please encourage them to bring an appropriate reading book rather than rely on what is just 'on the shelf'.
- ❖ Help them understand the challenging and unfamiliar vocabulary used.
- ❖ Always promote good Literacy - regardless of the subject!
- ❖ Check homework is being completed

Finally:

Please be reassured by the results we obtained this year.

The exam is hard and demanding but our methodical approach yielded extremely positive results.

English at this school has outperformed similar AQA centres across the country in almost every aspect.

But it is demanding – We can impart knowledge, but we need pupils to work hard in class.

Extra revision: important but more so is focused learning and making the most of class time.

Examination board:

- ❖ We use AQA
- ❖ Specifications for Language and Literature can be found at:
<http://www.aqa.org.uk/subjects/english>

Maths GCSE 2016 and beyond

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Key changes for Maths:

- ❖ More Content
- ❖ More demanding content
- ❖ More Emphasis on problem solving
- ❖ No formulas given – all must be memorised
- ❖ 3 examination papers

Examination board:

- ❖ We use Edexcel
- ❖ Specifications for GCSE Maths (9 – 1)
- ❖ <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

New School Performance Measures

- ❖ Attainment 8 and Progress 8
- ❖ Increased focus on progress students make rather than their final grade
- ❖ Both focus on performance in 8 subjects rather than 5 (English and Maths have extra weight)
- ❖ Grade 5+ in English and Maths

Progress 8 (P8)

- ❖ Progress 8 is calculated by comparing a student's Attainment 8 score against that of all other students who started secondary school at a similar starting point
- ❖ This starting point is worked out using KS2 SATs results
- ❖ If attainment 8 score is higher than that of pupils who had a similar starting point, a positive P8 score will have been achieved.

- ❖ Last Year Kenilworth school had an average P8 score of 0.31
- ❖ (This means that she achieved an average 0.3 of a grade better than other pupils with the same prior attainment at KS2)

What does A8 and P8 mean for your child?

- ❖ Students should strive for the best grades in all subjects
- ❖ Focus on progress for all subjects and all grades.
- ❖ Pupils with the highest primary school data **MUST** be getting 8s and 9s for positive progress!

Target Setting and progress

- ❖ We will continue to set aspirational targets for our students
- ❖ We use a combination of
 - End of primary School data
 - National Predictive data
 - Progress and attainment at KS3
 - Knowing our pupils
- ❖ We will report every term on how your child is progressing against these targets.

Curriculum Support

- ❖ Full and Interim Reports (End of every term)
- ❖ Year 10 Parents evening (1st March 2018)
- ❖ Contact teacher or Head of department (All contact detail on the website – email best)
- ❖ Class Charts
- ❖ Parent Portal
- ❖ GCSE POD
- ❖ Curriculum websites and homework sites (Mymaths, Kerboodle, Doodle)

Pastoral Support

- ❖ Year Head – Mr Boyes
- ❖ Assistant year head – Mrs Hackett
- ❖ Tutor team
- ❖ Deputy Head Pastoral – Mr Bennett

Core values - 5Rs

❖ Responsibility

- ❖ To take ownership of their own education and conduct.

❖ Reasoning

- ❖ To help recognise how to get the most from their school experience.

❖ Resourcefulness

- ❖ To know how to approach the challenges ahead.

❖ Resilience

- ❖ To know that when things go wrong this can be a valuable learning experience

❖ Reflectiveness

- ❖ To appreciate the achievements they make, and identify areas for improvement

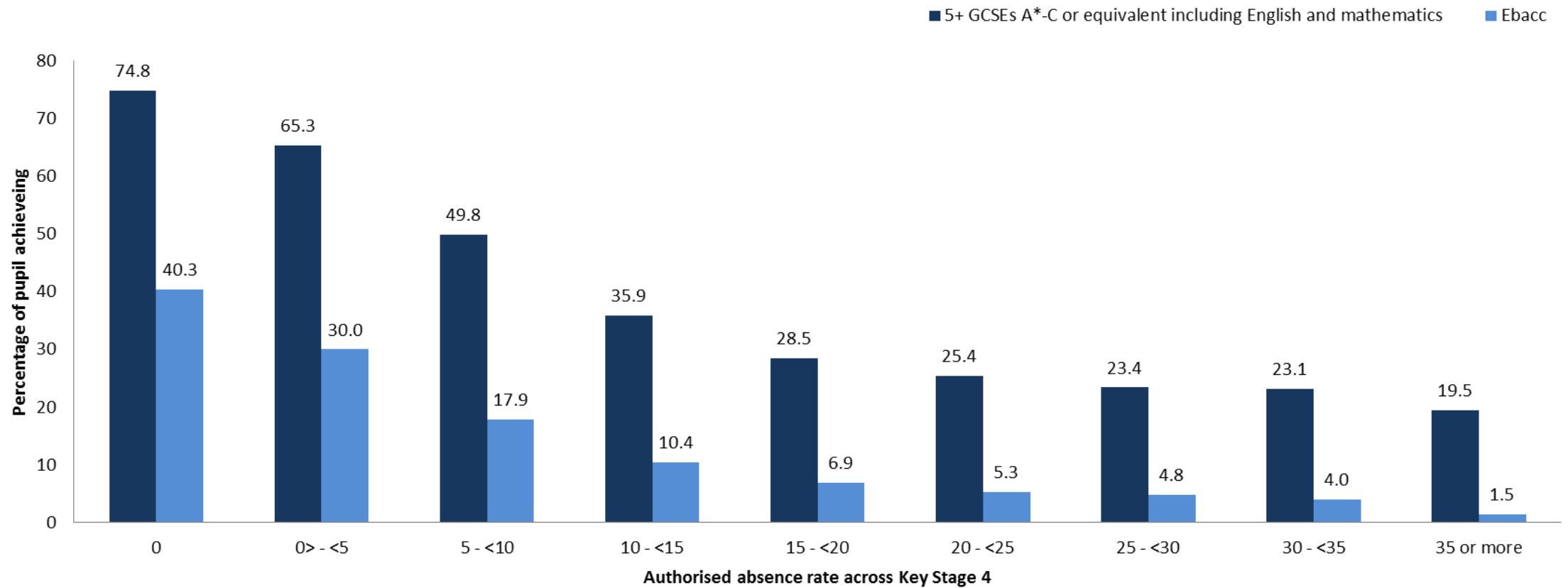
Parental impact

Parental support is **8 times** more important in determining a child's academic success than social class. The Campaign for Learning found that parental involvement in a child's education can mean the difference between the very top examination grades and an 'also-ran' at GCSE.

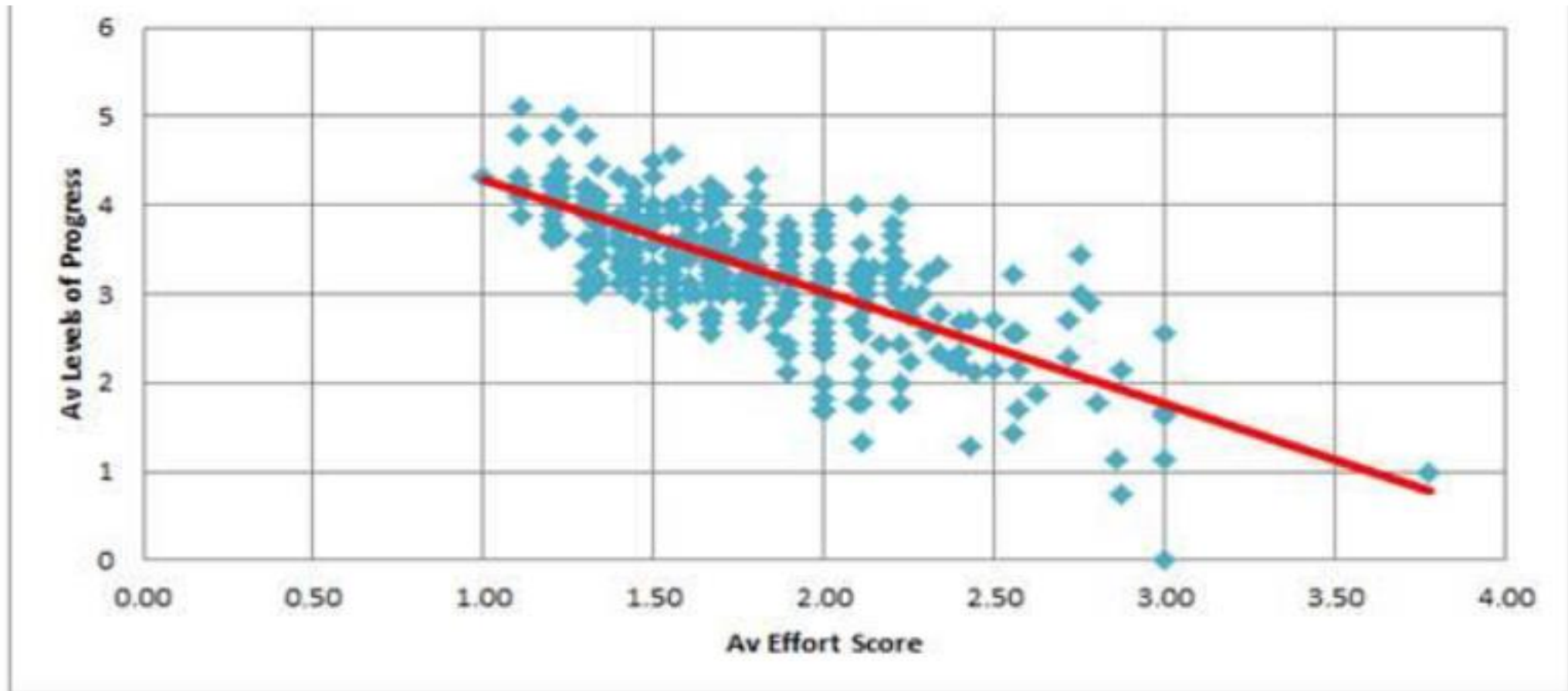
Parental Support

- ❖ Agree the balance between work and social life and stick to the agreement.
- ❖ Be flexible – use the 80/20 rule. If your child is sticking to what they are supposed to be doing 80% of the time, they will be doing alright
- ❖ Encourage resilience - “I’ve messed up this essay, I might as well give up.”
- ❖ Attendance and Punctuality – Aim for 95% +

Attendance



Effort really does matter



Opportunities

- ❖ USU
- ❖ Duke of Edinburgh Award
- ❖ Learning Ambassadors
- ❖ Student leadership
- ❖ Sports teams
- ❖ School production
- ❖ Other enrichment activities.

Year 11 Support

- ❖ Focus on revision techniques
- ❖ Study Skills Day
- ❖ Department Revision classes – Lunchtime and Afterschool
- ❖ Friday Club
- ❖ Mentoring
- ❖ Pupil Briefing

Parent



Pastoral



Curriculum