

# Y10 Parent Information Evening



**THE BROMFORDS SCHOOL**  
ACHIEVE ENRICH PREPARE

**2023-2024**

# Aims for this evening

- Provide a brief overview of the GCSE grading system and how the courses will be assessed
- Target grades for KS4 students
- To outline expectations of students
- To provide guidance on how you can support your child in with revision and managing the jump to KS4 study
- To provide an overview of the Work Experience programme for Year 10

# Key Contacts

- ❖ Mrs Dixon – Head of Year 10
- ❖ Miss E Huet – Assistant Headteacher:  
Director of KS4
- ❖ Tutor team
- ❖ Mr R Conway - LAC Coordinator
- ❖ Miss K Lynch –CIAG Lead
- ❖ Ms L Tutty – Assistant Headteacher:  
SENDCo
- ❖ Helen Bilbey – Careers Advisor  
(Connexions)

# Key Contacts

Who do I contact if I have a concern?

Is your concern related to pupil premium/SEN/looked after child?

What is the nature of the concern?

LAC Co-Ordinator

PP Co-Ordinator

SENDCo

My child is underachieving in a single subject

My child is underachieving across a number of subjects

General enquiry e.g. Homework, consequences, pastoral

Safeguarding, Student Support and Well Being

Class teacher

Form Tutor

Form Tutor

Form Tutor

Head of Department

Director of KS4

Head of Year

Head of Year/DSL

# I-9 Grading System

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

The old and new GCSE grading scales do not directly compare but there are three points where they align, as the diagram shows:

- The bottom of grade 7 is aligned with the bottom of grade A;
- Standard pass is a Grade 4 and a strong pass is a Grade 5;
- The bottom of grade 1 is aligned with the bottom of grade G.

# Target Grades

- Students' KS2 scaled scores in English and Mathematics are used to generate targets in conjunction with an nationally approved organisation called the Fischer Family Trust.
- All students are set an initial target. If a student consistently meets or exceeds their target grade in a particular subject, then the target grade for that subject will be adjusted upwards so that all students have an aspirational target to continue to work towards.
- Performance compared with targets to allow progress to be monitored by students, parents and staff

# Target Grades

Subject & Teacher	ATL	Exam	Target	Current	Predicted
<a href="#">AQA GCSE English Language</a> Mrs G. Power	G	4+	5	4+	5+
<a href="#">AQA GCSE English Literature</a> Mrs G. Power	G	4-	5	4=	5=
<a href="#">Pearson GCSE Maths</a> Ms M. Harrison-Nembhard	O	4-	4	4-	4=
<a href="#">AQA GCSE Combined Science</a> Mr C. Honey	O	55	44	55=	66-
<a href="#">AQA GCSE French</a> Miss R. Stephens	G	4	4	3=	3+
<a href="#">OCR GCSE Drama</a> Miss E. Huet	O		5	6-	6=

Reports home will look slightly different now your child is in KS4.

Predicted grades are always for the end of Year 11 and can fluctuate during the year due to the way in which courses are structured.

Progress exams and in class assessments will be used to support predicted grades.

Exceptional Progress	Working significantly above expectations
Above Target	Working above expectations
On Target	Meeting expectations
Below Target	Working below expectations
Significant Concern	Working significantly below expectations

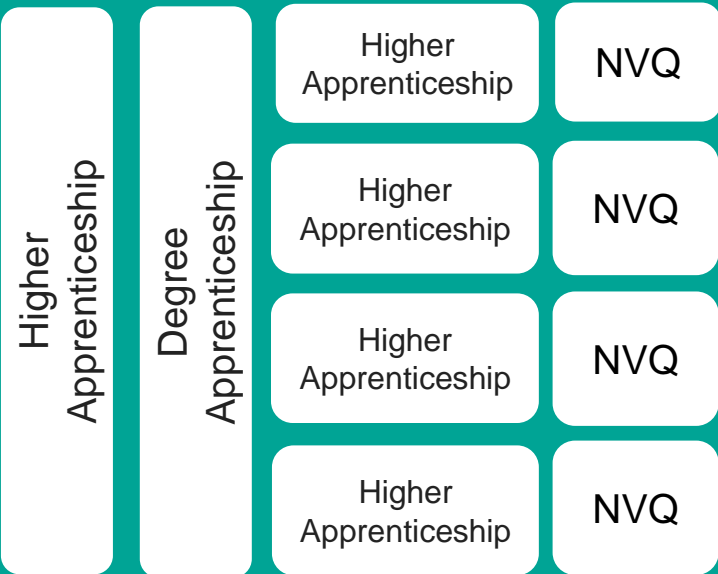
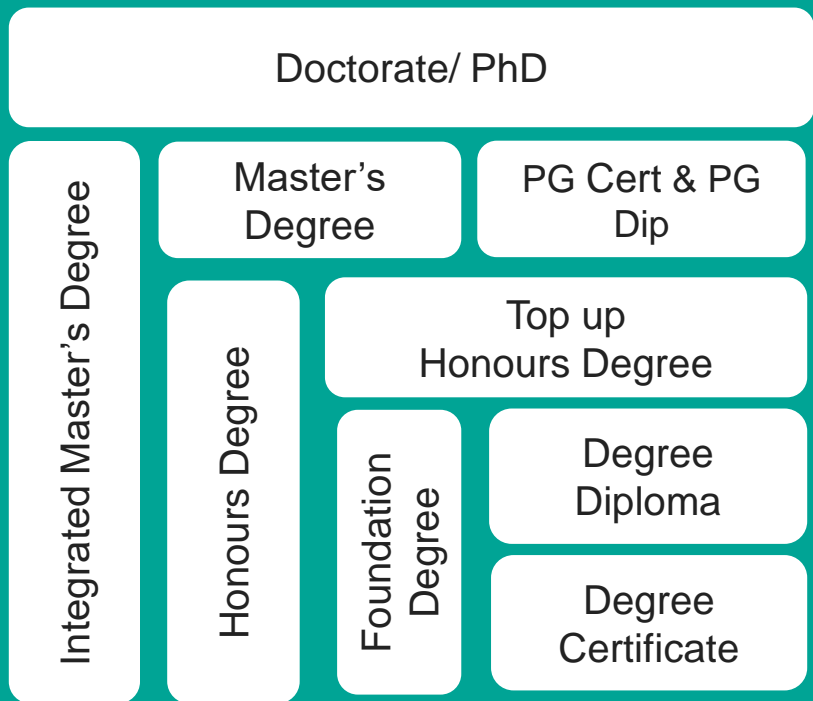
# Are GCSEs important?

- **Yes!** They are important for your next steps after Year 11. Colleges, 6<sup>th</sup> forms and employers will be looking at GCSE grades when you apply.
- Usually need a pass in English and Maths to get onto a level 3 course, otherwise might have to do a level 2 course first alongside extra courses in English and Maths (or re-take GCSEs).
- Certain courses and careers will require certain GCSE grades in specific subjects.



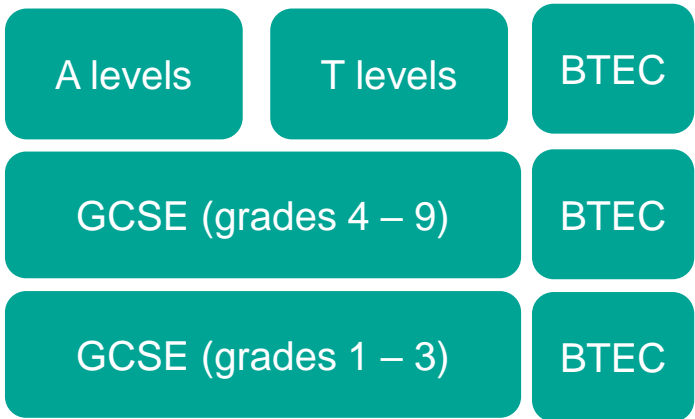
# Higher Education

- Level 8
- Level 7
- Level 6
- Level 5
- Level 4



# Secondary/ Further Education

- Level 3
- Level 2
- Level 1



## Glossary

**BTEC:** Business and Technology Innovation Council

**NVQ:** National Vocational Qualification

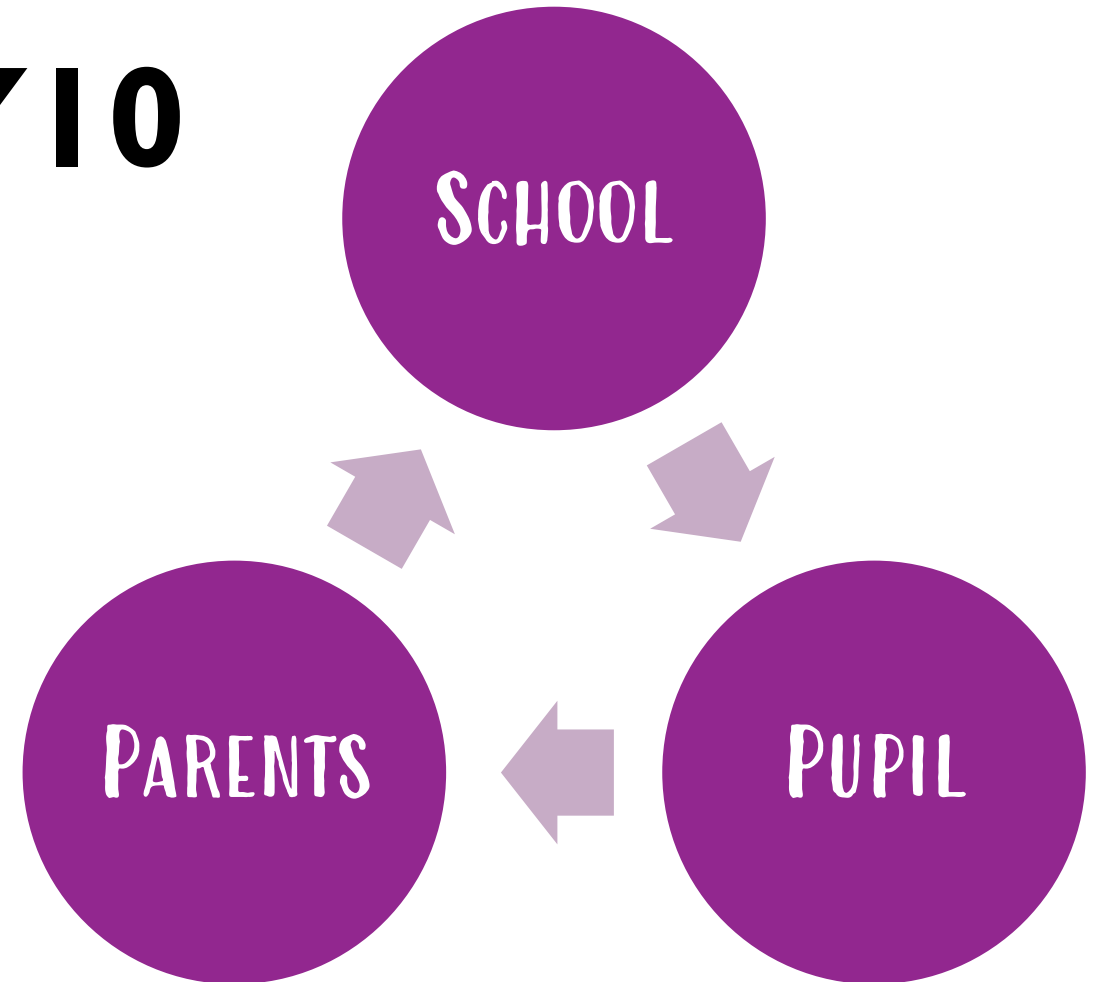
**PG Cert:** Postgraduate Certificate

**PG Dip:** Postgraduate Diploma

## Partnership

# Being Successful in Y10

- Ensuring success for all
- Raising aspirations
- Un-locking potential
- Supporting students to believe they can achieve.

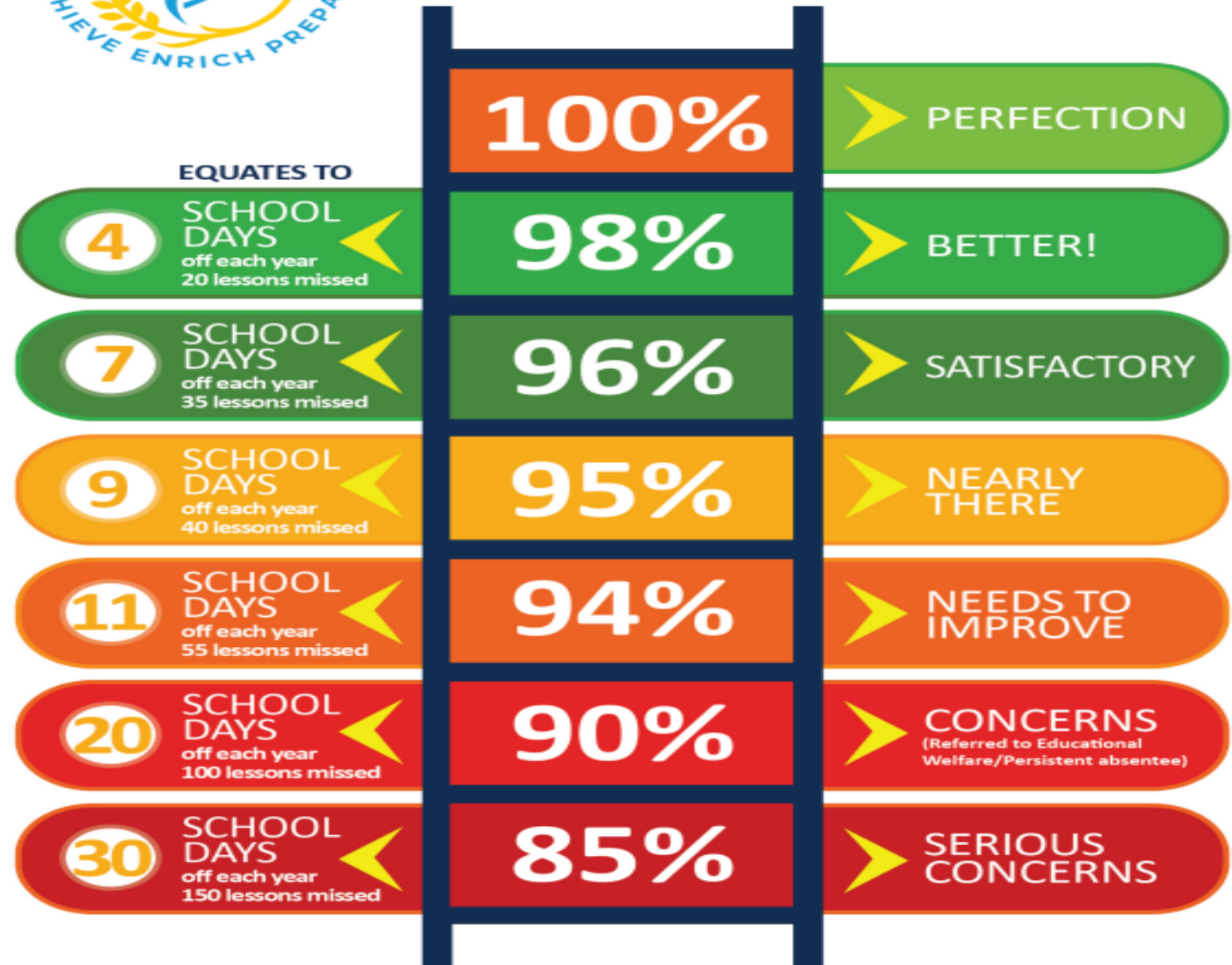


# Poor attendance doing

- Research suggests that **17 days** missed from
- That's a **91%** attendance rate



## The Bromfords School Attendance ladder



# Students with 100% Attendance:

- 1.3 times more likely to achieve Grade 4 or above and 3.1 times more likely to achieve Grade 5 and above
- 2.2 times more likely to achieve 5+ GCSEs Grade 4-9 or equivalent including English and Maths

**There is a clear link between poor attendance and level of achievement**

# Homework

- Demands have increased
  - Approx. 1.5 hour a week per subject
  - Quality is important
  - Ask for help
- ClassCharts
  - Download the app, ask for a login if you don't have one
- Teams
  - Students need to download the app as well - regular access to revision resources and additional support
- Regular routine
  - Time management is crucial to meet deadlines



# ClassCharts (formerly EduLink)

- Online access for parents/guardians with information about their child's education
- Timetable
- Homework
- Behaviour records
- Attendance
- Reports and target grades



# Academic Support

Tutor curriculum with designated programme with:

- Reading Masterclass (direct link to English)
- Careers Information & Guidance
- Well-being
- Teaching staff will provide subject specific topic lists, resources and revision tips
- Academic monitoring and intervention as required



# How Can Parents Help?



- Be aware of what they are studying, what exams are due to take place and when
- Encourage and motivate them – ask questions and be interested in what they are learning
- Support them with a routine - Ensure they are in school on time ready to learn
- Monitor their ClassCharts to keep them on-top of homework
- Encourage them to be a reader. Being a regular reader means that students will be able to access ALL exam papers, not just English, better
- Ensure they have all the necessary equipment and revision guides/materials
- Keep calm (or at least pretend to be!) – there is always a way forward



# Well-Being

- Agree a balance between their study and social life (and stick to it!)
- Limit their time on social media
- Make sure they get plenty of fresh air
- Sleep is important
  - the average teenager should be getting 8 hours per night
- Eating well, drinking plenty of water
  - avoid sugar based energy drinks
- Don't leave things to the last minute – revision timetable and ideas of revision



# Well-Being – Stress it will happen! (For you and them)



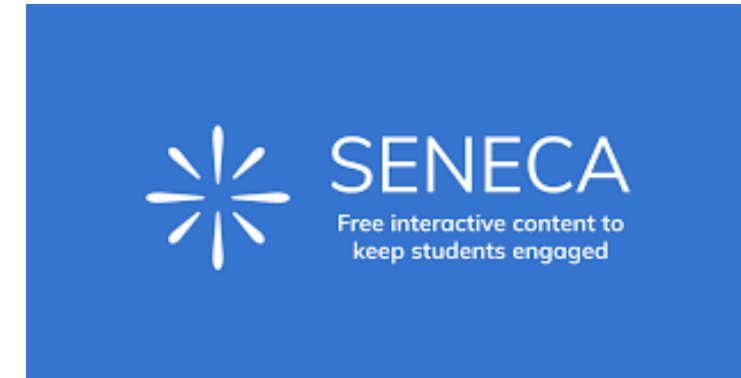
## Potential signs of Stress:

- Wants to be alone
- Has difficulties sleeping
- Loss of concentration
- Emotional
- Loss of self-esteem
- Feelings of depression
- Short tempered and snappy
- Suffer with headaches
- Refusing to complete work

## Some ideas of coping strategies:

- Establish a routine and stick to it
- Keeping active
- Healthy diet
- Regular breaks
- Limiting time on social media/technology
- Build variety into the revision schedule to avoid boredom
- Do timed practice papers
- Research shows that simply talking to your child about their work can make a difference

# Helpful Apps & Websites



# Methods of Revision

## SENECA



## POSTERS

CAN YOU CREATE A POSTER WITH NO OR MINIMUM WORDS TO SHOW WHAT IS GOING ON?

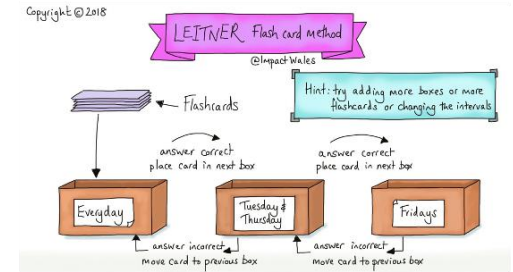


## MIND MAPS



ADD COLOURS, IMAGES, ARROWS TO ADD CHALLENGE

## FLASH CARDS



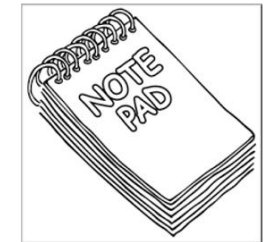
**SORT YOUR FLASHCARDS ONCE ATTEMPTED USING THE LEITNER METHOD**

## PAST PAPERS



ATTEMPT A QUESTION, THEN SEE HOW YOU WOULD SELF ASSES IT WITH THE MARK SCHEME OR LEVEL DESCRIPTORS

## NOTE TAKING



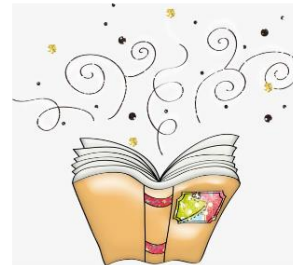
HIGHLIGHT PARTS WHICH YOU FIND DIFFICULT OR DO NOT IMMEDIATELY UNDERSTAND – REVISIT THESE LATER

## TIMELINES



**BEFORE YOU COMPLETE ANY OTHER REVISION ACTIVITY: SHOW OFF WHAT YOU CAN REMEMBER!**

## TELL IT AS A STORY



THIS CAN BE INFORMAL, BUT STILL INFORMATIVE! HIGHLIGHT YOUR FACTS INCLUDED

# Key Dates

**Reports issued:**

17<sup>th</sup> November

16<sup>th</sup> February

7<sup>th</sup> June

**Progress exams:** 22<sup>nd</sup> April-3<sup>rd</sup> May 2024

**Work experience:** 13<sup>th</sup>-24<sup>th</sup> May 2024

**Year 10 Parent's Consultation Evening:**

13<sup>th</sup> June 2024

# Thank you for your continued support



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Success for all is the main aim which we will achieve when we work together.