



INTRODUCTION TO KS4

September 2017



Outline of Evening

- Key differences from KS3
- Changes to the GCSE exam system and the challenges posed by these changes
- Expectations for students

Outline of Evening (cont)

- Support by the school (inc role of the Head of Year and the Yr 10 Tutor Team)
- Support by parents
- Preparing and equipping for the future
- Lines of communication

Key Differences from KS3

Target Setting

- Targets are set for each pupil individually
- Not limits.....
 - **But not guaranteed**

Pupil Tracking

- Regular reviews
- Mentoring
- Acting on concerns quickly

Changes to the Exam System

A Period of Upheaval

- 'Traditional GCSEs are being replaced with new 'Reformed' GCSEs
- These have been phased in over the last 2 years
- This is the first year group where all their GCSEs will be the new 'Reformed' type

Reformed GCSEs

- First wave of change (started Sept 2015)
 - English Language
 - English Literature
 - Mathematics

Reformed GCSEs

- Second phase of change (from Sept 2016) has introduced new qualifications in:
 - Science - Combined
 - Science - Separate
 - Computer Science
 - French
 - German
 - Geography
 - History
 - Art
 - Dance
 - Drama
 - Food Preparation and Nutrition
 - Music
 - PE
 - RE

Reformed GCSEs

- Final phase of change (from Sept 2017) has seen the following qualifications introduced
 - Design and Technology – *this replaces the separate DT qualifications in Product Design; Textiles etc*
 - Media Studies

What are 'Reformed' GCSEs?

- Key features of these new qualifications:
 - New 9-1 grading system (with 9 the highest grade)
 - Mainly assessed by final exams
 - Linear courses – all exams sat at the end of the course
 - No tiering - with 3 exceptions
 - Little or no coursework – with only a handful of exceptions

New grading structure – ‘Reformed’ GCSEs	Current grading structure – ‘Unreformed’ GCSEs
9	A**
8.5	A*
8	A*-
	A+
7	A
	A-
6	B+
	B
5	C+
4	C
3	D
2	E
1.5	F
1	G

What are 'Reformed' GCSEs?

- Key principles behind these new qualifications:
 - Intended to be much more challenging
 - Drawn down content from what was previously AS Level
 - Primarily 'Knowledge-centred' courses
 - Assessments are intended to be "less predictable"

English Language / English Literature

- No controlled assessment
- Assessed entirely by exam
- No tiers
- Return to much more traditional content
- Increased expectation to know (and be able to quote from) the texts

Mathematics

- 2 tiers – Higher and Foundation
- Significantly increase in content (+30%)
- Significantly more demanding
- Strong emphasis on problem-solving
- No controlled assessments
- 3 exams (1 x non-calc paper and 2 x calc papers) – each one 1 hour 30 mins (= 33.3%)
- Few formulas given to students

Science

- 2 pathways – combined science (double award) or separate sciences
- 2 tiers – Higher and Foundation
- No controlled assessments but students are required to undertake a number of practicals
- 15% of final exams will cover these practicals
- 10-30% of the final exams will test maths skills

Modern Foreign Languages

- 2 tiers – Higher and Foundation
- Controlled assessment reduced from 60% to 25%
- Equal balance between the 4 skills of speaking, listening, reading and writing
- All exam questions will be written in the target language
- More complex skills tested (e.g. translation)

Implications of the Reformed GCSEs

- Students must:
 - ‘understand’ the work
 - be able to use and apply their knowledge to different contexts and to solve problems
 - be able to retrieve their knowledge
 - be able to write well in exam situations

Practical steps we are doing to help

- Redesigning our courses to help students build their understanding
- Equipping students with the skills learn and revise
- Trying to spread the load for students
- Supporting students with their NEAs
- Equipping students with the skills to be successful in exam situations

Spreading the Load – Exams in Year 10

- English Literature (for Sets 2, 3 and 4)
- Certificate in Digital Applications (CIDA)
- Camb Nat in Health & Social Care
- NEAs (where applicable) –
formerly known as Coursework or Controlled Assessments

Non-Exam Assessments (NEAs)

- Vital to the final grade
- Tend to be extended, open ended tasks
- Conducted under ‘controlled conditions’ –
low, medium or high level depending on the course
- Time limited
- Cannot be repeated!!

Subjects with Controlled or Continuous Assessments in Year 10

- Art
- CIDA
- Computer Science
- Cambridge National in Health & Social Care
- Drama
- Dance
- Media Studies
- Design & Technology

Familiarisation with Exam Process

- End of KS3 Exams
- Year 10 Exams
- Year 11 Mock Exams
- In-class practice questions

Expectations for Students

- Attendance – be here to do well
- Belief – have belief in yourself, we believe in you
- Commitment – work hard, achieve

“Be the best version of yourselves...”

Expectations for Students

Students will be:

- Self motivated
- Resilient and show perseverance
- Willing to access help when they need it
- Organised

Expectations for Students

Successful students are:

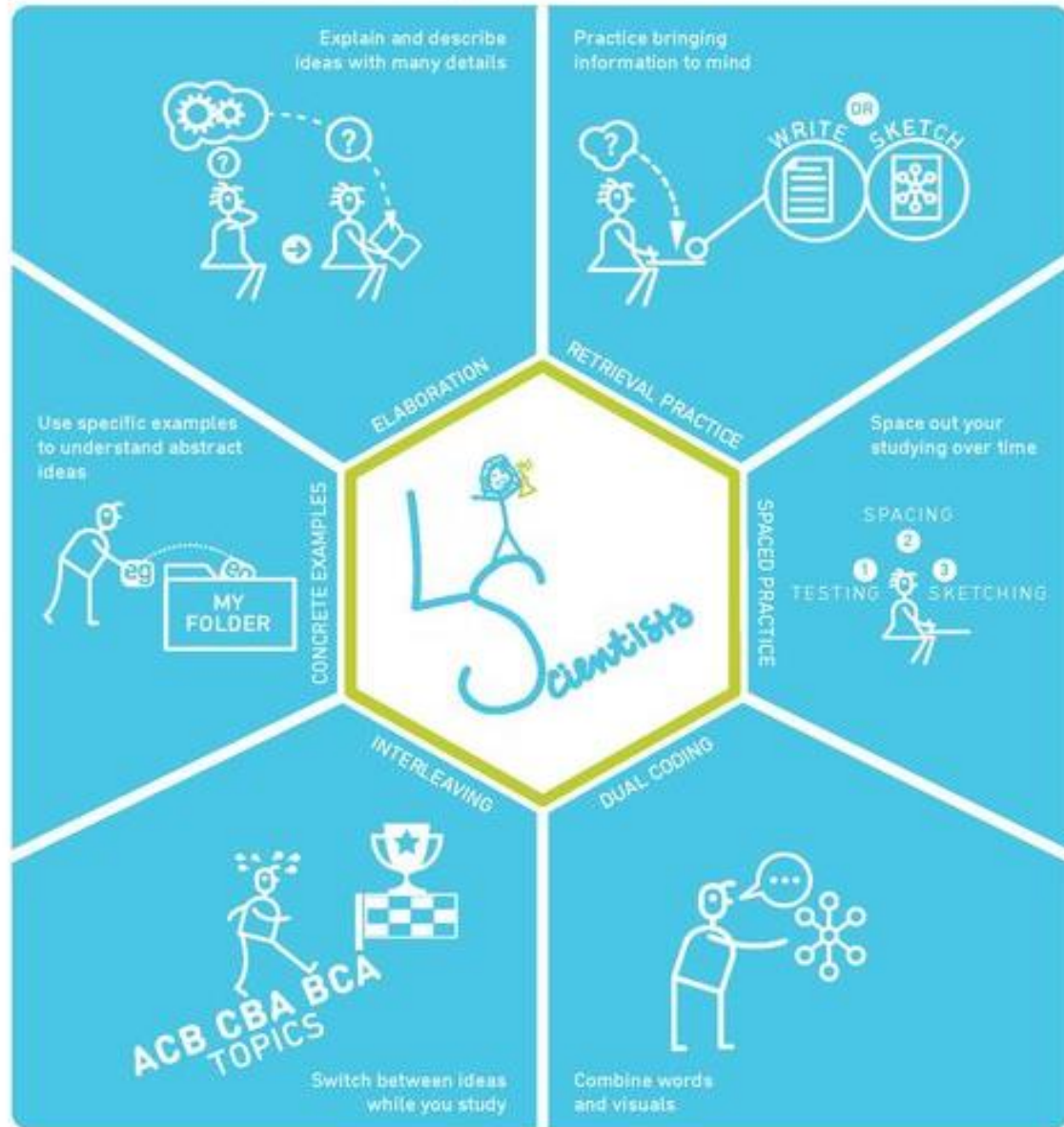
- Take responsibility for their own learning
- Extend their classroom learning through homework and ‘being interested.’
- Use their ‘study support’ sessions wisely (Monday Lesson 5 for all pupils, additional 2 hrs p/w for some)
- Plan their revision (Learning Scientists)



Six Strategies for Effective Learning

LEARNINGSOCIETY1515.ORG

All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information.



Role of the Head of Year

- Positive ethos – ‘Be the best version...’
- Working closely with tutors to support every member of the year group
- Removing ‘barriers’ to learning
- Establishing clear boundaries and high expectations
- Spotting patterns of behaviour / causes for concern across subjects

Role of the Head of Year

- Honest communication with home
- Co-ordinating support and guidance
- Approachable source of advice
- ‘Nudge factor’

Role of the Tutor

- Knowing each tutee as an individual
- Being 'interested' and encouraging
- Link between home and school
- Mentoring / supporting across the KS4 period

Support from the school

- After school and lunchtime workshops
- coursework and revision
- Subject specific resources – revision guides available from major publishers etc.
- ‘Intervention’ days

Support from the school

Partners in supporting your child:

- Careers Guidance
- Student Welfare Officer
- School Nurse
- Education Welfare Officer
- External agencies as required

Attendance – crucial to success

Attendance During one school year	Equates to days absent	Which is approximately	Which means the number of lessons missed
94%	10 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 days	13.5 Weeks	340 lessons

Support from Parents

Does it matter?

Immensely

By helping your child to....

Get off to a good start
and get into good habits

By helping your child to....

Be proactive in their learning and
encouraging 'retrieval practice'

By helping your child to....

Prepare for their Non-Exam Assessments
(Controlled Assessments and Coursework)

By helping your child to....

Keep going..... when the going gets tough

By helping your child to....

Acting as an Attendance Officer

Preparation for the future

- Life doesn't end after Uffculme School!
- Equipping for future success
 - Work/life balance
 - Good habits
 - Team work
- Helping students make wise choices at Post-16

Preparation for the future

- Careers Education Guidance
- College visits/talks
- 1-to-1 meeting with Careers Advisor
- Work Related and Enterprise Learning
- Work Experience

Leadership Development Opportunities

Potential for all students to be leaders:

- Student Council
(including Committees / Working Groups)
- Prefects
- House Captains
- Student Leadership Group (Head Girl/Boy etc.)
- Subject based leadership opportunities
(Music/Drama Leaders, JS LA)

Extra-curricular Opportunities

School provides a vast range of experiences to help students develop holistically:

- Duke of Edinburgh Award
- Ten Tors etc.
- Sports teams/coaching
- Art/Drama/Music groups, productions and events
- House Competitions

Importance of Communication

- If you have concerns, please speak to us!
- Work with us – we work in partnership with you to help your child achieve their potential

Importance of Communication

Contact us:

- Through the school office

Pupil Secretary – Mrs Alford)

- By telephone (01884 840458)

- By e-mail

secretary@uffculmeschool.net

Importance of Communication

Contact us:

- Or through your child's Tutor

- By telephone (01884 840458)

- By e-mail (for example)

beachj@uffculmeschool.net

Year 10 Tutors

- Mr J Beach (beachj@...)
- Mrs E Croft / Mr J Kemp (crofte@...) or (kempj@...)
- Miss A Jones (jonesa@...)
- Mrs P Main (mainp@...)
- Mr S Osmond (osmonds@...)
- Mrs K Reed (reedk@...)
- Mr C Robinson (robinsonc@...)
- Mr K Sercombe (sercombek@...)

Importance of Communication

Contact us:

– Or Mr Thompson (Head of Year 10)

- By telephone (01884 840458)

- By e-mail

thompsonm@uffculmeschool.net