



**Welcome to the  
Year 10  
Information  
Evening**

# Format of the Evening



**ASSESSMENT AND  
REPORTING UPDATE  
MISS LONDON**



**LEARNING  
BEHAVIOURS  
MR BAKER**



**HOW I SURVIVED MY  
GCSES  
JAMES & JACOB**



**HOW TO SUPPORT  
YOUR SON  
MR WAY**



**ASSESSMENT  
AND  
REPORTING  
UPDATE –  
MISS LONDON**

# School Accountability

- Progress 8
- Attainment 8
- Progress from the KS2 SATS
- Every students' results are equally important
- Level playing field for all schools
  
- Poole Grammar School P8 = +0.58
- Poole Grammar School A8 = 71.9



# In the past....



Adopted a flight path system based on progress from KS2 to KS4



Targets set with linear progression expected from starting point to end point



Narrow baseline – SATS taken in Maths and English only



Limited guidance from the Government, lots of schools adopted similar schemes

# Criticisms of this method



**A8 and P8 estimates for whole cohort, not for individuals**



**Does not reflect students' individual strengths and areas for development – too broad and not tailored for the individual**



**Use of GCSE grades at KS3 may not be helpful**



**Not all subjects have direct links with Maths and English**

# Refining our current system

Working party set up,  
12 teachers led by Miss  
London, good cross  
section of the school  
community

And parents too!

Looked at best practice  
in our school and also in  
others

Planned a system that  
would work in a  
Grammar School  
setting

Rigorous, build  
aspirations and  
confidence in our  
students

Allows for the  
professional judgement  
of our teachers

**What will the new reports look like?**



**What information will they contain?**





# Poole Grammar School

a specialist maths, computing & cognition school

Subject	AUTUMN TERM				SPRING TERM					SUMMER TERM						Staff		
	Participation	Concentration	Organisation	Performance Concern	Participation	Concentration	Organisation	Performance Concern	Likely GCSE Grade	Participation	Concentration	Organisation	Performance Concern	Likely GCSE Grade	A-Level Suitability		Exam %	Exam Grade
ENGLISH LANGUAGE	B	A	B		B	A	B		7									KMG
ENGLISH LITERATURE	B	A	B		B	A	B		7									
MATHS	C	C	B	Yes	B	B	B		7									LMW
BIOLOGY	B	C	B	Yes	B	C	B	Yes	5									AG
CHEMISTRY	B	B	B		B	B	B		7									AMS
PHYSICS	A	B	C		A	B	B		7									KRM
GEOGRAPHY	C	C	C	Yes	B	C	B		7									JS
HISTORY	C	C	C	Yes	C	C	C	Yes	6									SGP
FRENCH	C	B	B	Yes	B	B	B		6									DCC
RELIGION & PHILOSOPHY	B	B	B		A	B	B		6									SJB
PHYSICAL EDUCATION	B	B	B	N/A	B	B	B	N/A	N/A				N/A	N/A	N/A	N/A	N/A	DPC



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CHEMISTRY	B	B	B		B	B	B		7									AMS
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GEOGRAPHY	C	C	C	Yes	B	C	B		7									JS
HISTORY	C	C	C	Yes	C	C	C	Yes	6									SGP
FRENCH	C	B	B	Yes	B	B	B		6									DCC
RELIGION & PHILOSOPHY	B	B	B		A	B	B		6									SJB
PHYSICAL EDUCATION	B	B	B	N/A	B	B	B	N/A	N/A				N/A	N/A	N/A	N/A	N/A	DPC



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CHEMISTRY	B	B	B		B	B	B		7									AMS
PHYSICS	A	B	C		A	B	B		7									KRM
GEOGRAPHY	C	C	C	Yes	B	C	B		7									JS
HISTORY	C	C	C	Yes	C	C	C	Yes	6									BGP
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### PERFORMANCE CONCERNS

If your son's teacher has any concerns regarding progress an explanatory note is below. If there are no concerns this section will be blank.  
Each subject will display any concerns from the current term and any prior terms this academic year (where applicable).

Maths	Autumn Term	More effort and focus needed in class. Has the ability but hugely lacks confidence
Biology	Autumn Term	Low test score – offered additional support
Biology	Spring Term	Improving but still needs to attend additional support
Geography	Autumn Term	Needs to improve meeting of deadlines.
History	Autumn Term	Needs to complete homework on time and participate more in lessons
History	Spring Term	Homework completion better but is still not putting enough effort in. He is wasting his potential
French	Autumn Term	Needs to concentrate in class and stop day dreaming.

### Attendance, Conduct & Pastoral Information

Attendance: 'x' % of 'x' possible sessions

Number of unauthorised absences: 'x'

Achievement Points: 'x'

Behaviour Points: 'x'

Tutor comments plus any Head of Year comments if applicable



**MR BAKER  
LEARNING  
BEHAVIOURS**

# Impact on Students



Any tracking/target setting system is only worth having if it supports student progress



As we have seen, our system helps students, parents and teachers see how students are progressing, and helps identify where students (or groups) are not on (or above) their targets



It suggests the need for intervention (or of course praise and congratulation)



So the key is how we all respond to information from our assessment system

# For Students

As we have heard, it is important that students are encouraged by the target setting system rather than discouraged – they need to see the targets as something they are aiming for, and are not discouraged when they are below target

We have talked to the students about this system, and they understand the importance of accelerated progress – and some clearly like this!

We all need to emphasise that progress grades are **FORMATIVE** – stages on a journey that help point us in the right direction – their SATNAV for learning

# For Students

Targets tell the student what they should be aspiring to achieve

Their challenge is to develop the learning behaviours that will mean they are 'above the line' when it comes to progress

These learning behaviours will be encouraged by the school through general advice from teachers, but particularly through feedback from teachers in response to their work

We want our students to be actively involved in the learning process – and to understand how they learn effectively



# Good Learning Behaviours

Concentration and active involvement in lessons – supports learning. We comment on this on reports

Recording information clearly and effectively – supported by 'minimum standards'

Establishing good routines for homework completion, but also building in regular reviews of recent work to fill any gaps, and to see how topics link together

Responding effectively to feedback from teachers/peer evaluation

# Good Learning Behaviours

Setting their own targets – and going beyond ‘I must work harder’

Going beyond the work in lessons – doing their own research and wider reading

Developing active revision strategies – understanding themselves as learners, and doing what is most effective for them – tests and trial exams provide the opportunity to try out different methods

# For Parents/Carers

Taking an active interest in the progress your son is making – discussing reports, and marks for particular pieces of work – to support your son in developing more effective learning behaviours

Ask what the students should (and will) do differently – and not just ‘work harder’ – the best targets are SPECIFIC and SUBJECT RELATED, although they may be the same across a number of subject areas

Help them to enjoy their learning – we do learn better when we are interested and the learning is fun!

# As Teachers



We aim to provide appropriate challenge for our students – as individuals and groups (that’s what we use the data for)



Challenging the most able through more complex tasks, the use of open ended questions, and providing stimulating extension activities



Who constitutes ‘the most able’ will differ in each subject, so all students will be given additional challenge in at least some areas of the curriculum

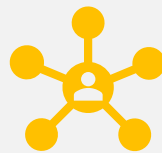
# As Teachers



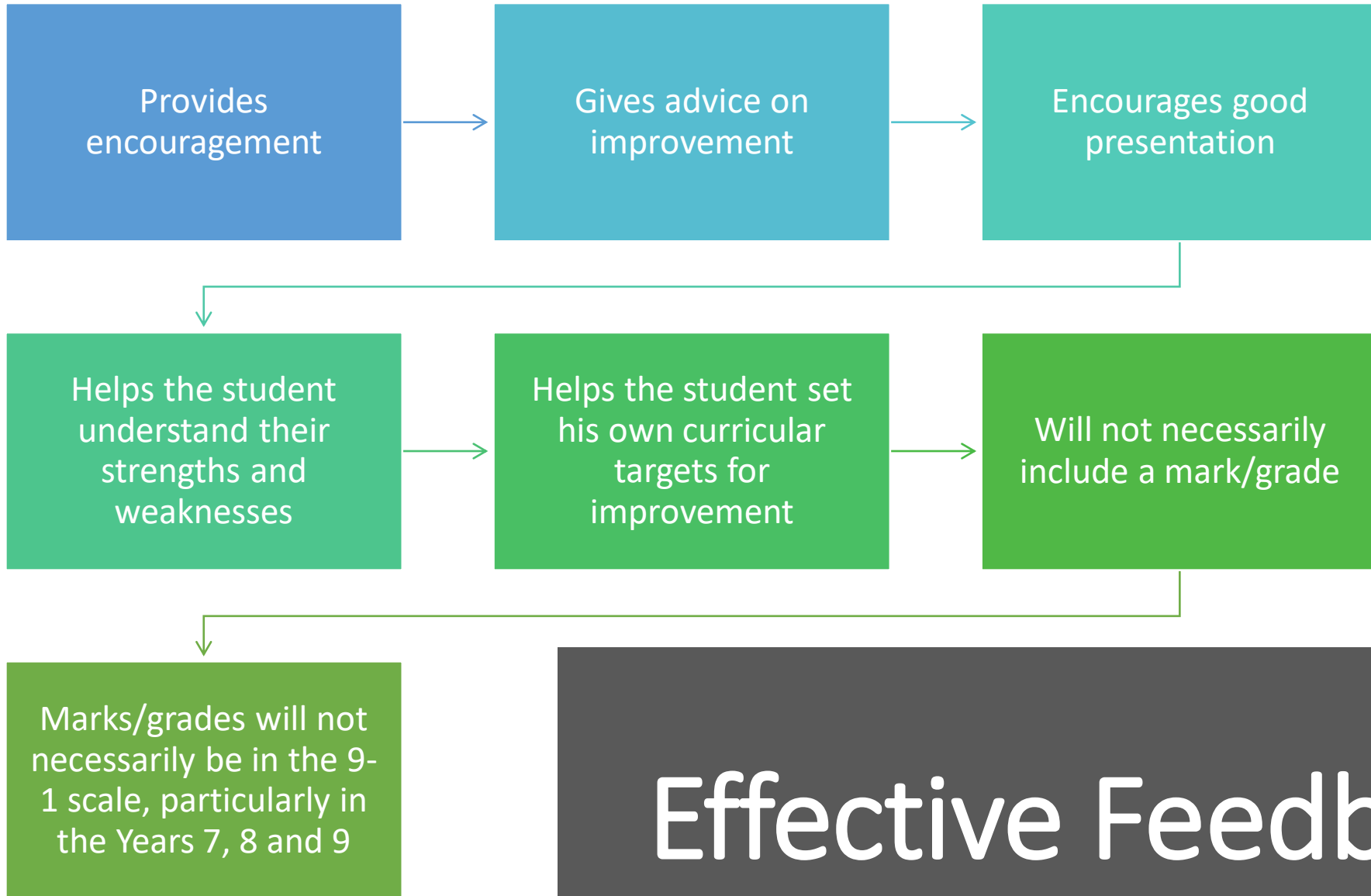
Another school priority is improving the effectiveness of marking and feedback – how we advise students



We expect students to receive written feedback at least once every half term – often more frequent – that tells them how they can improve next time



We also expect them to be given the opportunity to respond to feedback – do corrections, follow up tasks etc. and many teachers are building this into their planning

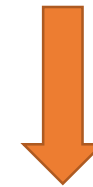
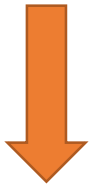


# Effective Feedback



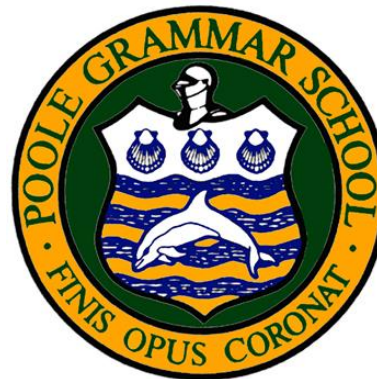
**STUDENTS**

# James and Jacob




How we survived  
our GCSEs

Shaping our futures







**MR WAY**

# Learn

# Revise

Once a topic is understood it can be revised

Recap what has been learnt until you are confident you are ready to answer questions on it

There are many ways to revise:

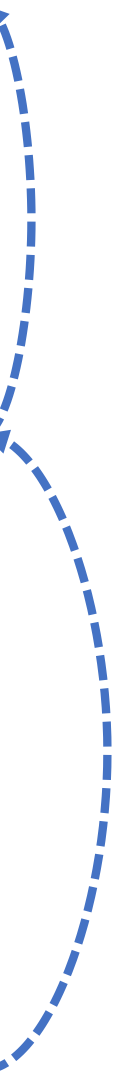
- Condensing notes
- Mind maps
- Flow charts
- Flash cards

# Test

To make a topic stick you should test yourself after increasing intervals

Quick factual recall

Exam questions to apply and develop learning



# When should revision start?

**19 June – 26 June 2020**

**Year 10 mock exams**

**January 2021**

**Year 11 mock exams**

# Motivation and Procrastination

## Tips for motivation

- Set small targets with rewards
- Remind of long term goals
- Plan a big treat for after exams
- Use a planner to track progress
- Start with easier topics

## Tips to avoid procrastination

- Avoid distractions
- Have regular breaks
- Split revision into small chunks
- Start small

# Organisation and Planning

## With a plan

- Aware of time to cover everything
- Won't forget any topics
- Can prioritise early exams or trickier subjects
- Reduces stress
- More efficient

## Without a plan

- Waste time deciding what to revise each session
- May run out of time to revise everything
- Can't easily check what has already been revised
- May forget to revise topics



# The revision environment

## Where could revision happen?

- School
- Library
- Home
- Friend's House

## A tidy study space

- Door closed to block out noise
- Well-lit space
- No distractions
- Water and snacks readily available
- Clutter-free desk
- Organised books/folders
- Stationary neat and near-by

# Stress

## Signs of Stress

- Loss of appetite
- Sudden weight loss or gain
  - Anxious feelings
- Difficulty concentrating
  - Feeling emotional
  - Struggling to sleep

## How to help reduce stress

- Go outside – exercise and fresh air
- Allow social times with friends
- Allow time off for relaxing
- Keep up with hobbies
- Eat well, don't skip meals
- Sleep – relax before bed

## What NOT to do

- Don't revise late into the evenings
- Don't revise for long periods of time, it will make revision time less effective
- Don't set unrealistic targets or be put under too much pressure



# Revision Techniques

- Note Condensing
- Mind maps
- Flow charts
- Flash Cards
- Memory techniques

# Creating a revision friendly home

1. Let your children have their own study space
2. Encourage healthy eating
3. Let them teach you
4. Make sure they're getting enough sleep
5. Encourage breaks
6. Keep the noise down
7. Adjust their tech
8. Keep Talking

# School support sessions

Monday	Tuesday	Wednesday	Thursday	Friday
	Maths		Maths	
Biology (subject ambassadors)				
	Chemistry		Biology (EJE)	
	Modern Foreign Languages			
Design and Technology				
Computer Studies		Music		

1. Start revising **as soon as possible**
2. **Plan** your revision using a **timetable**
3. Set up a **tidy study space**
4. **Revisit topics** several times with a gap in between
5. **Vary revision** with different activities

6. Do lots of **practice papers** and questions
7. Set aside time to do **fun things**
8. Keep **phones and other distractions** away
9. **Sleep** and **eat** properly

10. **DON'T PANIC!** Plan your work and work your plan