



***Year 10 and 11 Parents
Information Evening – Support
for Academic Progress***

What is the aim of tonight.....

- Give you the knowledge and the tools to support your son/daughter as they move through years 10 and 11
- Focus on exam stress and management of stress during the next 12 months
- To see what academic support is available
- Understand the importance of attendance

Target setting

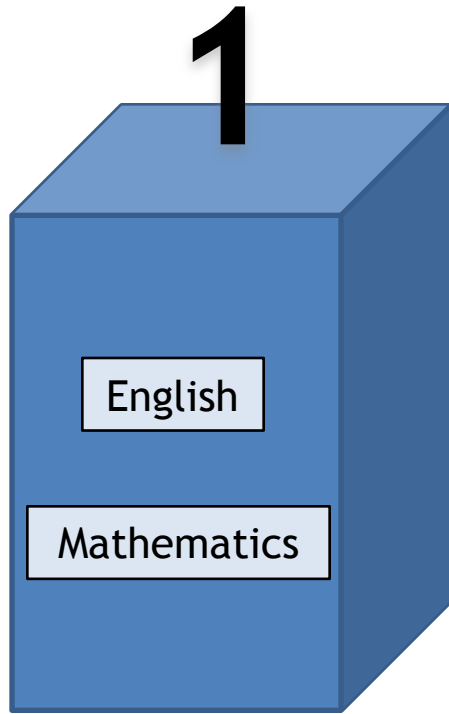
GSCE targets are not just plucked out of thin air...honestly!!

How is the target generated?

The target is generated by using a data package from the Family Fisher Trust (FFT). This package is used by 80% of schools in the country.

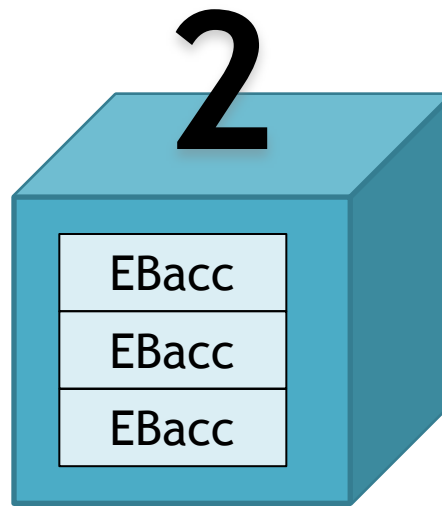
FFT use data from Key stage 2 Maths and English (Academic Profile), to estimate a students 'chance' of achieving a grade. This is based on the students Academic profile and the context of the school.

Progress 8 and Attainment 8 Buckets



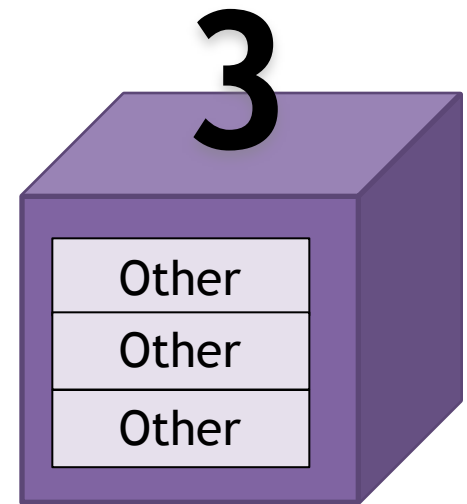
Bucket 1

- One slot for English and one for maths; double-weighted



Bucket 2

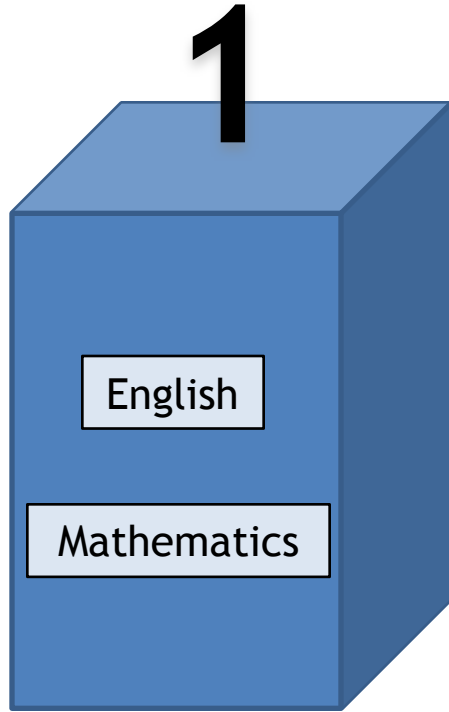
- Three EBacc qualifications
- (Sciences, computer sciences, geography, history or languages)



Bucket 3

- Three “other” slots
- Any remaining Ebacc qualifications
- Other approved academic, arts or vocational qualifications

Bucket 1



Bucket 1

- English and maths;
both double-weighted

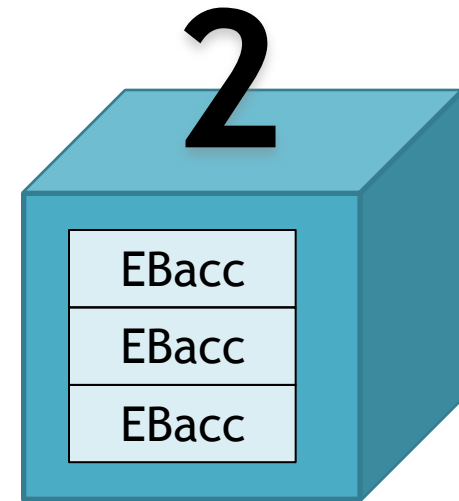
- Bucket 1 can only be filled by English and Maths. Maths is given double weighting when calculating the pupils **Attainment 8** score .
- English is only double weighted if a pupil has taken both English Language and English Literature. In this case, the higher of the two grades is used here and double weighted.
- The lower graded English subject can still be included in the third bucket – the “open group,” but only if it is one of the pupils eight highest grade. Otherwise, this space will be filled by a higher grade.

Bucket 2

Bucket 2 can be filled with a pupils three highest grades from the Ebacc subjects. This includes:

- Separate sciences
 - Core & Additional sciences
 - Computer science
 - History
 - Geography
 - Languages
- Double science would count as two slots in this bucket.
- Core science and additional science GCSE would also take up one slot each.

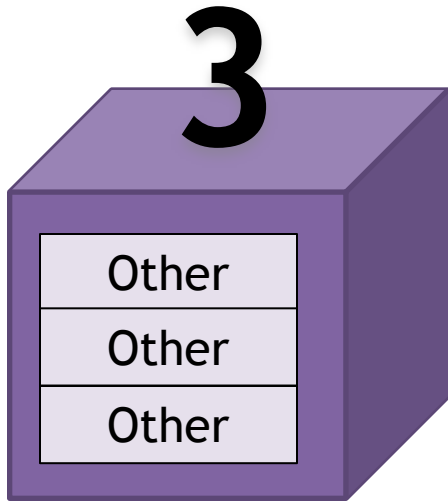
These grades are **not** double weighted.



Bucket 2

- Three EBacc qualifications

Bucket 3



Bucket 3

- Any remaining Ebacc qualifications
- Other approved academic, arts or vocational qualifications

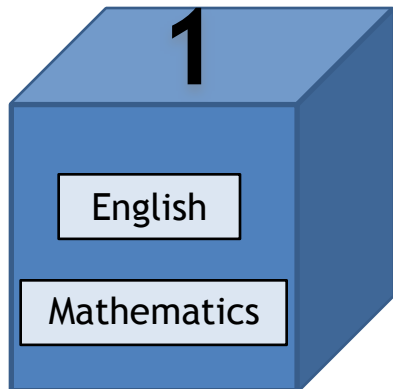
- Bucket 3 is filled with a pupils three highest point scores in any three other subjects, including English Literature and Language (if not counted in bucket 1), any further Ebacc qualifications, other GCSEs, or any other **approved** academic or vocational qualifications.
- These grades are **not** double weighted.

Calculating Andrea's Attainment 8 score

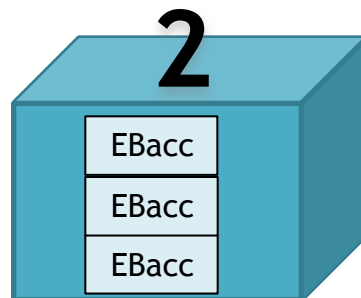
- To produce the Attainment 8 score, these grades are first added together.
- Maths is double weighted. In Andrea's case, English Literature is also double weighted since she has also taken English Language.
- The resultant score (in this case, 54) is then divided by 10 (the 8 subjects, plus the double weighting of English and Maths.)
- This example student has therefore achieved an Attainment 8 score of **5.4**

$$(8+14+6+6+5+6+4) / 10 = 5.4$$

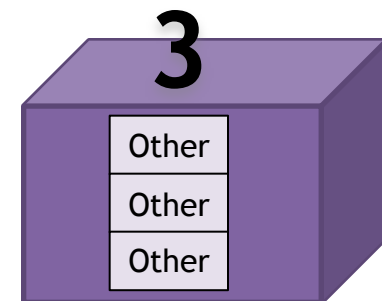
| |
|-------------------------------|
| Maths: 8 |
| English Literature: 14 |



| |
|-----------------------|
| Additional Science: 6 |
| Core Science: 6 |
| Geography: 5 |



| |
|---------------------|
| Art: 6 |
| Music: 5 |
| English Language: 4 |



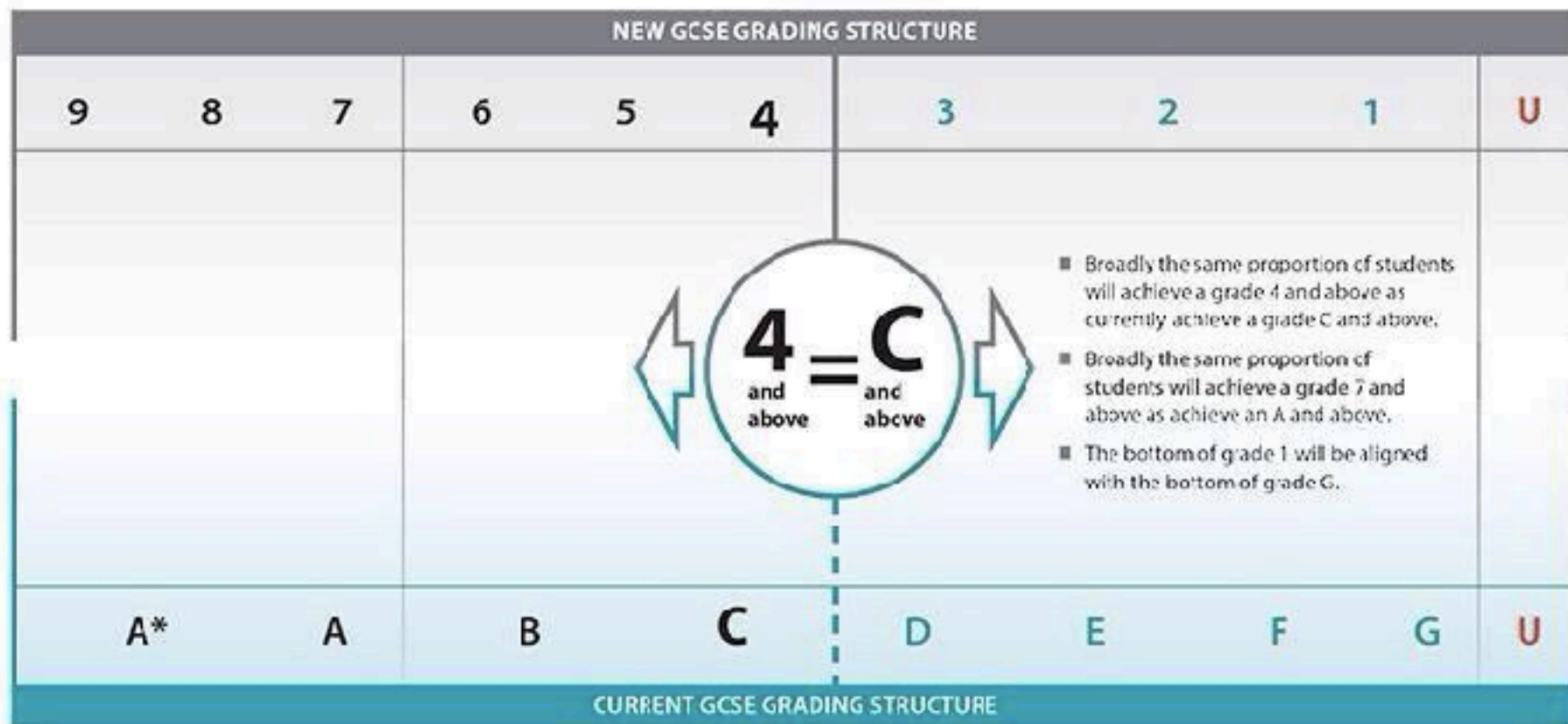
Calculating Progress 8 - Example A

- If our student Andrea from the earlier slides had received a KS2 average of (for example) 4.7, she would be expected to achieve an **Attainment 8** grade of 49 (or 4.9)
- This is based on the national average **Attainment 8** score of other pupils who achieved the same KS2 results as Andrea
- As we saw, Andrea's *actual* Attainment 8 grade was 5.4
- Her actual attainment 8 grade (5.4) minus her expected attainment 8 grade (4.9) = a **Progress 8** score of **+0.5**
- This means that she achieved an average of half a grade better per subject than other pupils with the same prior attainment at KS2.

The Changes

- For pupils in Year 10 July 2016 (last years year 11) the current eight point A*-G grading system will be replaced with a new nine-point scale with 9 as the highest pass only in English and Maths. Nine will be the top grade and one the lowest.
- The new grades have not been mapped directly onto the old ones and we have yet to see exactly how current grades will be measured on the new system. Schools are taking advice on this but having to make the assumptions described below.
- **Why?** To provide more differentiation, particularly among high achievers, and for the students who "bunch" in the middle grades.
- A 'good pass', currently a C grade will become a grade 5 under the new scale. The new 'good pass' is comparable to a high C or low B under the current system.

Grading the New GCSEs in 2017



Making the next 12 months
manageable...
Your role in developing
achievement



What is the impact of parental involvement?

- Parental involvement in a child's education is more influential than academic placement, social class or family size (Flouri and Buchanan, 2004)
- Parents make the greatest difference to achievement in supporting their learning in the home rather than supporting activities in the school (Harris and Goodall, 2007)
- Parental involvement in their child's education is the greatest predictor of achievement at age 16 (Feinstein and Symons, 1991)

*Making the next 12 months
manageable...
Being prepared...*

- **Exam boards and exam ingredients**
- **PLC's**
- **Using interim data**
- **Awareness of targets**
- **Supporting with homework and revision**

A young person in year 11 or below will have to continue in education or training until at least their 18th birthday

They don't have to stay at the same school and go into the Sixth Form.

They may:

- continue in full-time education in another school, college or home education
- take an Apprenticeship or job with regular training
- take a part-time education or training course if they are employed, self-employed or volunteering for more than 20 hours per week

Making the 12 months manageable...
Planning for the future...

- **Start to explore options for post-16 study**
- **Narrow the field**
- **Use form tutors, in house and external support to act as a sounding board**
- **Look at what you need to do ... now**

***‘Stress is the trash of modern life
- we all generate it but if you
don't dispose of it properly, it
will pile up and overtake your
life.’***



*Making the next 12 months
manageable...
Stress Management*

Remember the 5 R's...

- **Relationships**
- **Rest**
- **Relaxation**
- **Regular exercise**
- **Recreation**

*Making the next 12 months
manageable...*
What will PSS do for your child?

- **Academic mentoring blocks**
- **Mock exams**
- **Far more parents evenings**
- **Targeted Intervention - Academic**
- **Targeted Intervention - Pastoral**
- **Regular feedback**

*Making the next 12 months
manageable...*

*Understanding marking and
assessment*

- **Praise for effort and achievement**
- **Feedback linked directly to examination criteria**
- **Target setting (the most important element) for improvement**
- **Don't expect all pieces of work to include a GCSE grade**

Raise Your Attendance,
- Raise your Chances!

“Good attendance”



Do you know what your son or
daughter's attendance is?

Do you know what it means to have
'Good' attendance?



If you have 90% attendance - that sounds good, doesn't it?

BUT

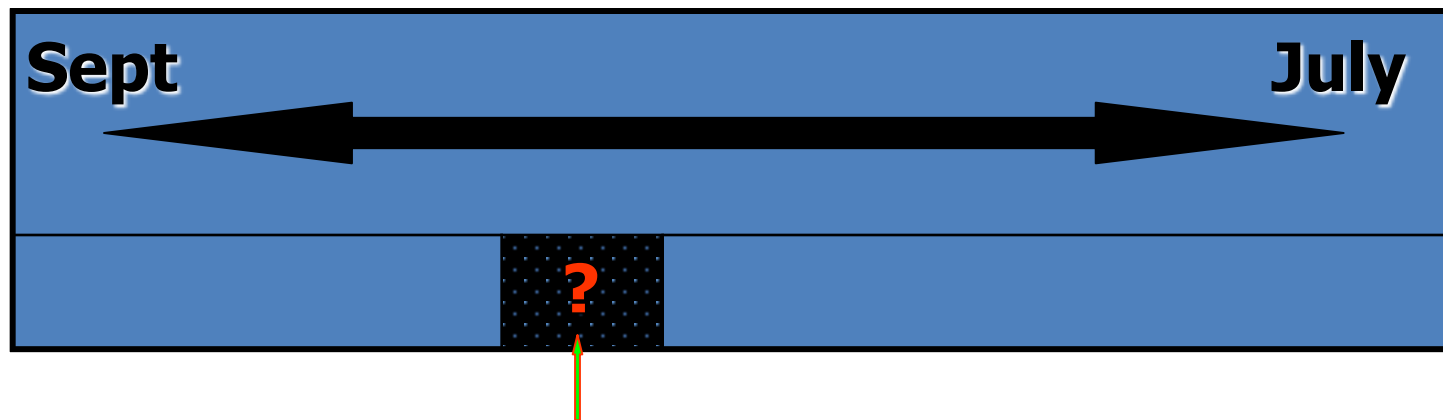
90% attendance = **1/2 day missed** every week!!



SO

1 school year at 90% attendance = 4 whole weeks of lessons MISSED!!!

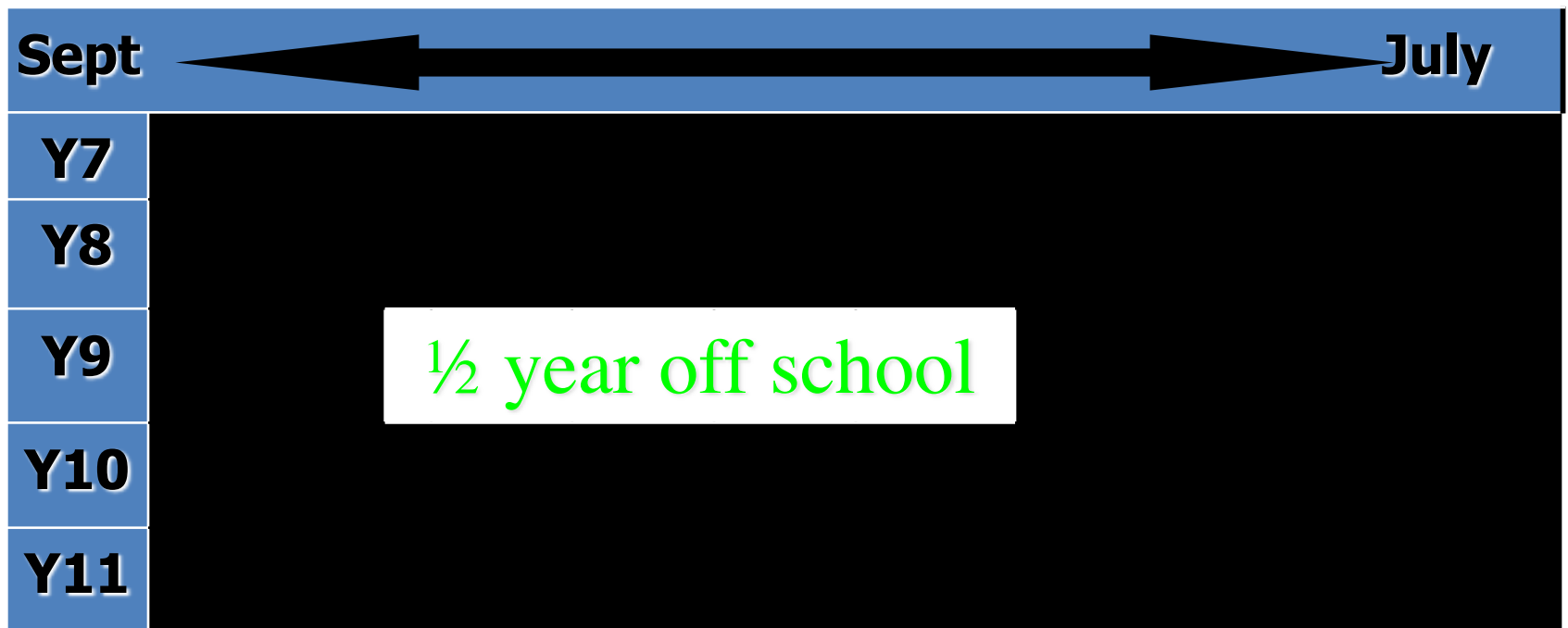
39 school weeks



Absent for 4 weeks

90% attendance over **5** years of secondary school....

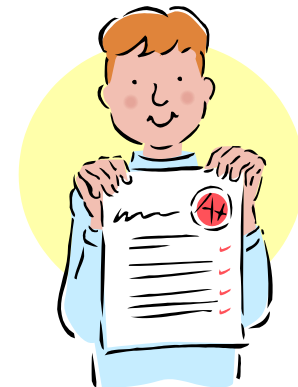
= $\frac{1}{2}$ a school **year missed!**



What impact might this have on their life.....?

Research suggests that **17 missed school days** a year = 1 GCSE grade **DROP** in achievement. (DfE)

The greater the attendance the greater the achievement.



So **90%** is **not** as good as it first
seemed....

What can **YOU** do to improve your
son or daughter's attendance?




Attend and Achieve!

- Their attendance should be above **96%** if they are to **achieve** their potential



| Year 6 Age related expectations | Key Stage Two | Yr 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 |
|--|----------------------|-------------|-------------|-------------|--------------|--------------|
| | | | | | 9 | 9 |
| | | | | | 8 | 8 |
| | | | | 7 | 7 | 7 |
| | | | 6 | 6 | 6 | 6 |
| | | | 5 | 5 | 5 | 5 |
| | | 4 | 4 | 4 | 4 | 4 |
| Mastery Standard | 6 | 3 | 3 | 3 | 3 | 3 |
| Above National Standard | 5 | 2 | 2 | 2 | 2 | 2 |
| National Standard | 4 | 1 | 1 | 1 | 1 | 1 |
| Working towards National Standard | 3 | 0 | 0 | 0 | 0 | 0 |
| Below National Standard | 2 | 0 | 0 | 0 | 0 | 0 |

Personalised learning checklist (PLC)

| Area: |  |  |  |
|--|---|---|---|
| Energy stores, conservation of energy | | | |
| Energy, work, gravitational potential energy, kinetic energy | | | |
| Energy and efficiency, power | | | |
| Conduction | | | |
| Infrared radiation | | | |