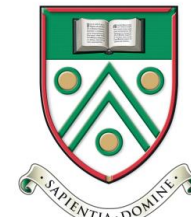


# Year 11 Parents' meeting

*Tuesday 1 October 2019*

# Content



David Harding  
*Deputy Headteacher*

**GCSE and A Level outcomes in 2019**

Iwona Rentflejsz  
*Subject Leader for English*

**GCSE English**

Simi Mangat  
*Subject Leader for Maths*

**GCSE Maths**

David Harding  
*Deputy Headteacher*

**Implications for Sixth Form entry**  
**Supporting your son or daughter**  
**Monitoring and reporting progress**

Andy Pascall  
*Phase Leader*

**The Path to Success**  
**Looking ahead**

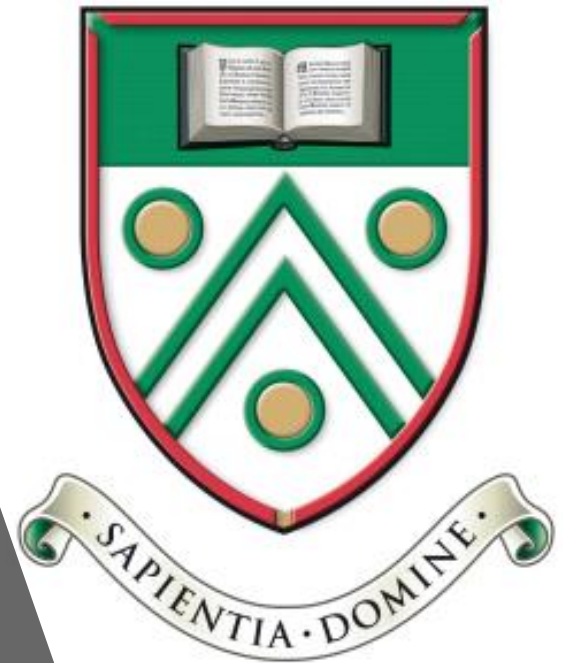
David Harding  
*Deputy Headteacher*

**School building project**  
**School funding**



# GCSE and A Level Examinations

....a recent period  
of change.



**‘Strong pass’  
= Grade 5+**



**‘Standard pass’  
= Grade 4**

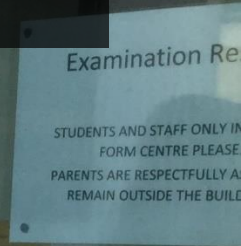
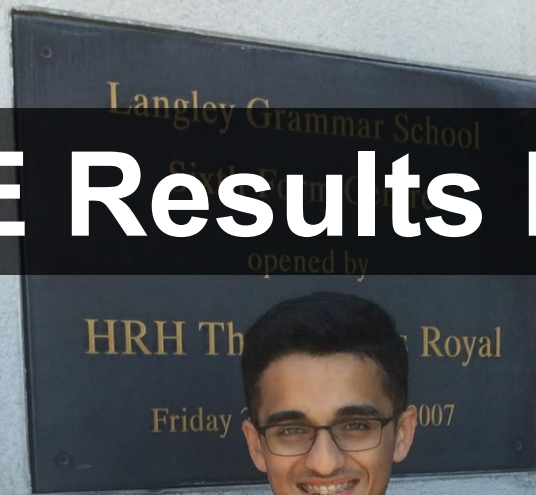
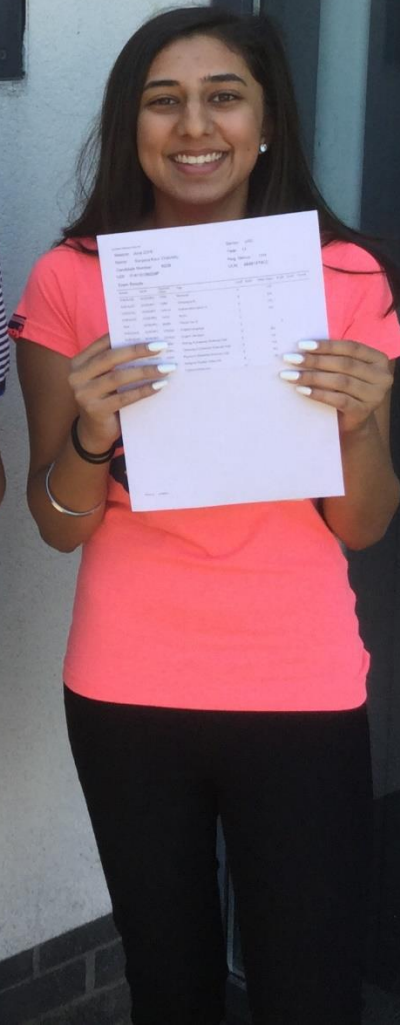
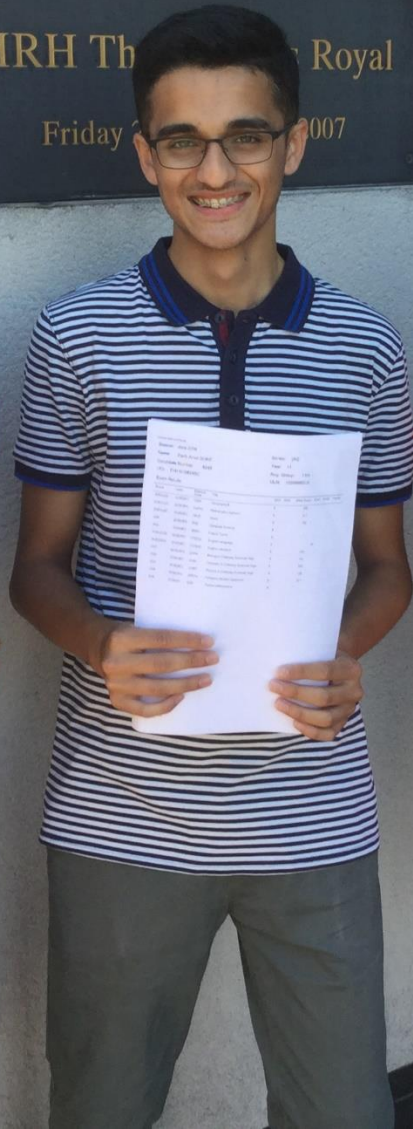
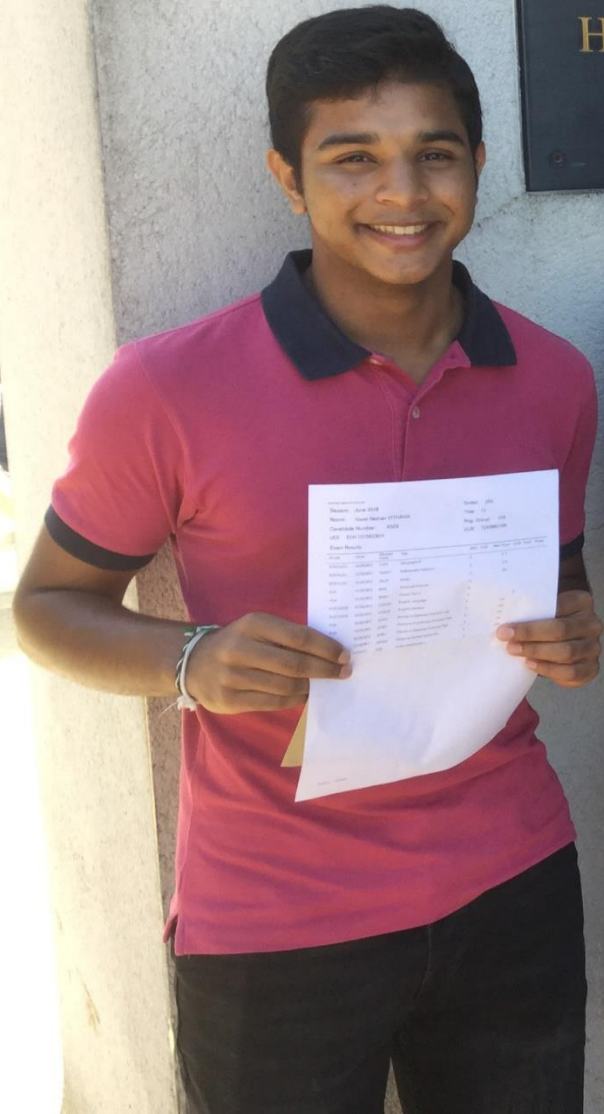


New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

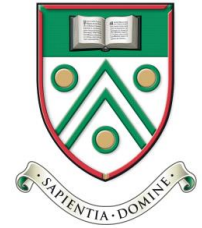
**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

# GCSE Results Day.....

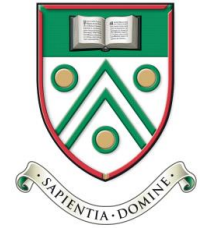


# LGS GCSE results in 2019

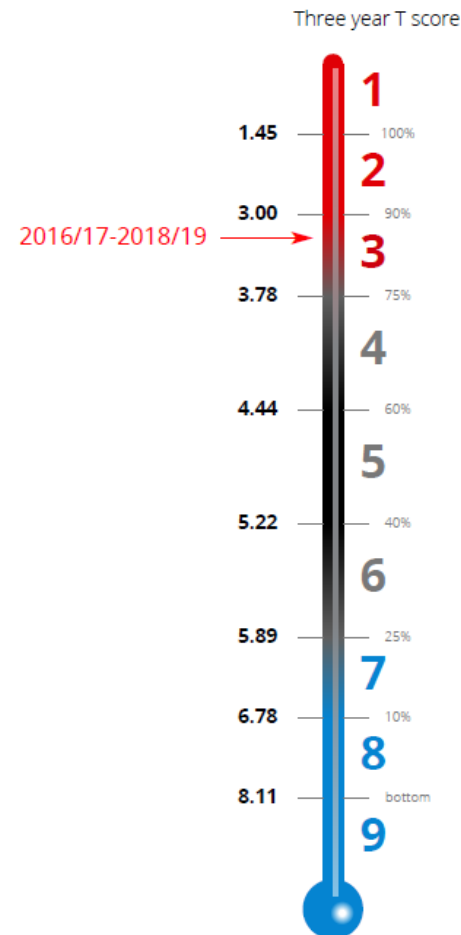


- Overall 64% grade 9-7
- 73% grades 9-7 in English
  - 21% *grade 9s in English Lit*
- 82% grades 9-7 in Maths
  - 25% *grade 9s*
- Average grade **7**
- *Initial indication is for good progress score*

# LGS A Level results in 2019



- 66% A\*-B grades
- Three year ALPS  
grade 3: *Top 25% of schools for value added (i.e. progress) from GCSE to A Level based on results from last 3 years*



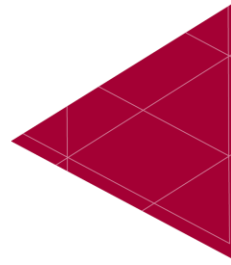
# External recognition



TRANSFORMING PRACTICE IN  
**Variety of teaching approaches**

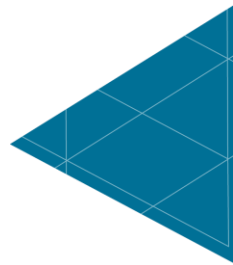
**ssat** the schools, students  
and teachers network

The Framework for  
Exceptional Education



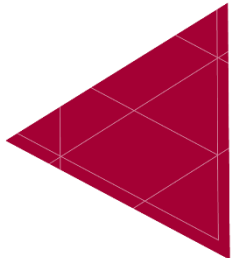
TRANSFORMING PRACTICE IN  
**Use of assessment and data**

SSAT Framework for Exceptional Education



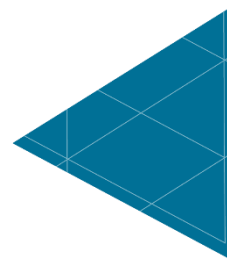
TRANSFORMING PRACTICE IN  
**Climate for learning**

SSAT Framework for Exceptional Education



TRANSFORMING PRACTICE IN  
**Professional learning**

SSAT Framework for Exceptional Education



TRANSFORMING PRACTICE IN  
**Effective learning behaviours**

SSAT Framework for Exceptional Education



## Distinguished School

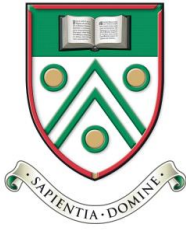


ENGLISH

*How to support your  
son/daughter*

# No more Controlled Assessment

Students have fewer opportunities to write longer essays



## Assessed through examination in Summer 2020

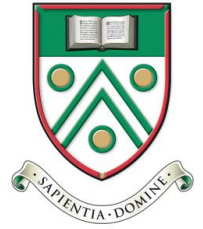
More, longer exams

More to revise and remember for final exams – memorising quotations from ALL texts

## More challenging texts, particularly in the non-fiction reading exam

More reading outside lessons necessary, of both fiction and non-fiction texts

# English Language



## **Component 1 – 2 part exam worth 40%**

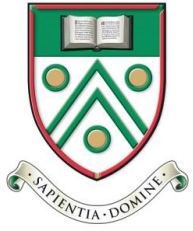
- *Questions about a 20th Century prose text*
- *Creative writing*

## **Component 2 – 2 part exam worth 60%**

- *Questions about C19th and C21st non-fiction texts*
- *Transactional/persuasive writing*

**Component 3 – Teacher assessed speech, does not contribute to the overall grade.**

# English Literature



## **Component 1 – 2 part exam worth 40%**

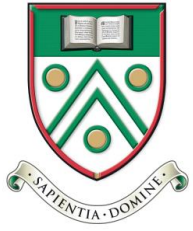
- *Questions on a Shakespeare play (Romeo and Juliet)*
- *Questions on poetry studied in class (Poetry Anthology)*

## **Component 2 – 3 part exam worth 60%**

- *Questions on Post 1914 novel/play (An Inspector Calls)*
- *Questions on a C19th novel (Christmas Carol)*
- *Questions on previously unseen poetry*



# Lessons learnt from previous years...



- Students should **independently** produce revision notes for **key quotations, characters and themes** from the start of Year 10.
- **Critical thinking skills** are paramount for grades 8 and 9 in the English Literature examinations.
- **English Language creative writing skills** is a key area for development. Students should be reading as many **short stories** and creative fiction as possible.
- **Comprehension, skimming and scanning skills** are skills that **can** be developed. Students cannot rely on memory for the English language examinations – they need to **practise reading and summarising** a variety of fiction and non-fiction texts.

# MATHS

*How to support your  
son/daughter*

# Changes from the 'old' course



**Volume of subject content increased**

'Big fat Maths'

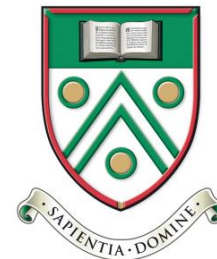
**Demand of content has increased, with harder topics being introduced**

Greater emphasis on **problem solving** and **mathematical reasoning** with more marks now being allocated to these higher-order skills.

Students will be required to **memorise** formulae - fewer formulae will be provided in examinations.

**Total time for examinations has increased.**  
**All exams are sat at the end of the course.**

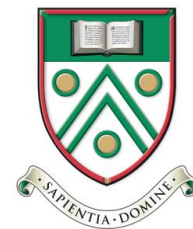
# Lessons learnt so far....






- Skills in **basic number** and **algebra** are vital.
- Topics are **integrated** more. There are less questions on just Trigonometry for example, or just Volumes
- More marks available for **Mathematical Communication**, so showing full methods with correct notation is important.
- Questions at the top end require **good comprehension** and **problem solving** skills.



# Support at home...



- Talk to your children about what they are learning in class
- Encourage them to regularly check on their 'areas of improvement'
- Discuss ways in which they can take more responsibility for their own learning and encourage them to be more pro-active

Topic	Grade	Topic			
Algebra	8	Algebra and Proof			
	7	Composite functions			
	7	Expand the product of two or more binomials			
	7	Factorising difficult quadratic expressions			
	7	Geometric Sequences			
	8	Gradients and area under a graph			
	7	Graphs of exponential functions			
	8	Graphs of trigonometric functions			
	8	Quadratic equations (completing the square)			
	7	Quadratic equations (needing re-arrangement)			
	7	Quadratic equations (quadratic formula)			
	7	Real-life exponential graphs			
	7	Represent quadratic inequalities			
	7	Simultaneous equations (non-linear)			
	7	Solve quadratic inequalities			
	7	Translations and reflections of a function			
	7	Turning points & completing the square			



# Other subjects

*What's different  
now?*

# Some examples ...

**Chemistry** - New course has more higher level topics taken from the first year of the A Level course.

**Physics** - Students now need to remember a large number of equations that were previously given.

**Geography** - Big shift from factual recall to analytical and lateral thinking

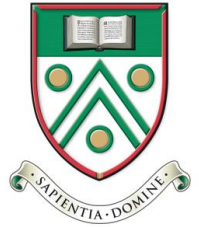
**French & German** - Now required to use knowledge of grammar and vocabulary to translate sentences and generate their own sentences in written tasks, rather than just learn set phrases.

# Implications for Sixth Form and beyond





# Implications for entry to Sixth Form



- General entry requirement based on performance across **ALL** GCSE examinations taken.
  - Average point score **5.5**
- Minimum **Grade 5** in English Language and Maths
- Specific entry requirements for each A Level subject

# Implications for entry to Sixth Form

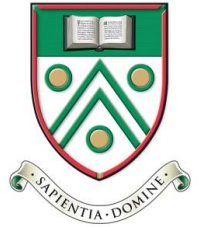


## *Specific entry requirements for subjects*

A Level subject	Minimum GCSE requirement
Maths	Grade 7 Maths
Further Maths	Grade 8 Maths
Biology, Chemistry, Physics*	Grade 7 in Biology, Chemistry, Physics, <b><u>or</u></b> Grade 7-7 in Combined Science <i>* Also requires Grade 7 Maths</i>
Most other subjects	Grade 6 in relevant GCSE subject(s)
Economics	Grade 6 in Maths
Psychology	Grade 6 in English <b><u>and</u></b> Biology

***These entry requirements are normally non-negotiable***

# Implications beyond Sixth Form



- *Number of 8 & 9 grades important for competitive courses*
  - *Oxford and Cambridge*
  - *Russell Group universities (most courses)*
  - *Medicine*
  - *Dentistry*
  - *Veterinary Science*

# Supporting your son or daughter through year 11





# 'Big picture' for the year



October	Mock interview day, Path to success revision workshop
November	Sixth Form information events Autumn Term report
December	GCSE practice examinations including French and German practice orals
January	Spring Term report with practice examination grades Parent-teacher consultation
February	Sixth Form applications
March	Sixth Form interviews, finalisation of A-Level subject choices Spring Term report
April	GCSE Art exam, GCSE French and German orals
May	Examinations begin
June	Examinations continue
July	Sixth Form transition day

# Revision starts now...

---

- Students' own notes
- Resources on Sapientia
- Specifications useful as checklists
- Use of revision guides
- Online resources
- Past paper practice
- ***“Study leave” – a privilege not a right***





# What place do iPads have?



## Use of iPads....

- Collation of notes
- Online resources
- Specific apps for revision
- Vocab learning
- Mindmapping tools
- Etc.....



# Supporting mental health

- We expect students to work hard
- But in order to achieve well they will need time to rest, exercise and pursue other interests

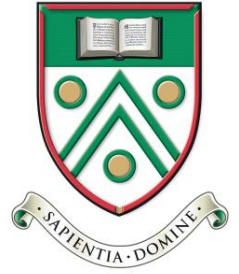




**Keeping in  
touch**



# Communication

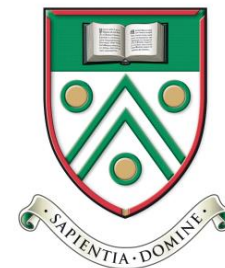


- School website [www.lgs.slough.sch.uk](http://www.lgs.slough.sch.uk)
- Follow us on Twitter [@lgs\\_news](https://twitter.com/lgs_news)
- Newsletter – ‘**Headlines**’ – every half term
- SIMS ‘In Touch’ emails and text
- Phone – 01753 598300
- Email to [school@lgs.slough.sch.uk](mailto:school@lgs.slough.sch.uk)
- Class Charts

***We cannot contact you if your contact details  
are incorrect!***

***Please tell us about any changes or update on Parent App.***





## What this does:

- **Helps tutors** have conversations about achievements and behaviour
- **Helps parents** be aware of what students are doing in school, and what homework is due
- **Helps your children (students)** by reminding them of homework and helping them reflect on their behaviour.

You will need to download the ClassCharts app.  
We have sent you instructions and log-in details.

**Use your email  
address**

**Login with a code  
we sent you**

**Access through apps on  
your phone, iPad,  
computer**

Teacher Parent Student

Enter your email:

Email address

Confirm your email:

Retype your email address

☐ I already have an account

☒ I don't have an account yet

Parent access code (supplied by school):

Access code

Your name:

Your name

Choose password:

Choose password

Retype chosen password:

Retype chosen password

☐ Remember me

Log In

# Monitoring and reporting progress

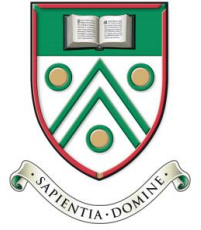


# 'Big picture' for the year

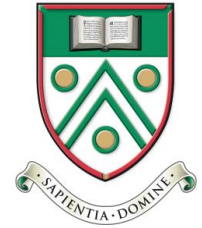


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June	Examinations continue
July	Sixth Form transition day

# Tracking progress and keeping you in the picture



Practice Exams: Begin 9<sup>th</sup> December  
PTC: Thursday 23<sup>rd</sup> January



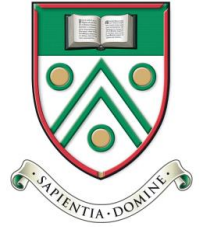
# The Raising Achievement Programme

- Informed by the data collected at various points through the year.
- Each student's attainment considered in relation to their targets:
  - In danger of not achieving target
  - On track to achieve target
  - Likely to exceed target

# A2L – Attitude to learning

*Get this right and everything will hopefully be okay.....*

*Graded 1 to 5 and reported to parents.*



## Outstanding (5)

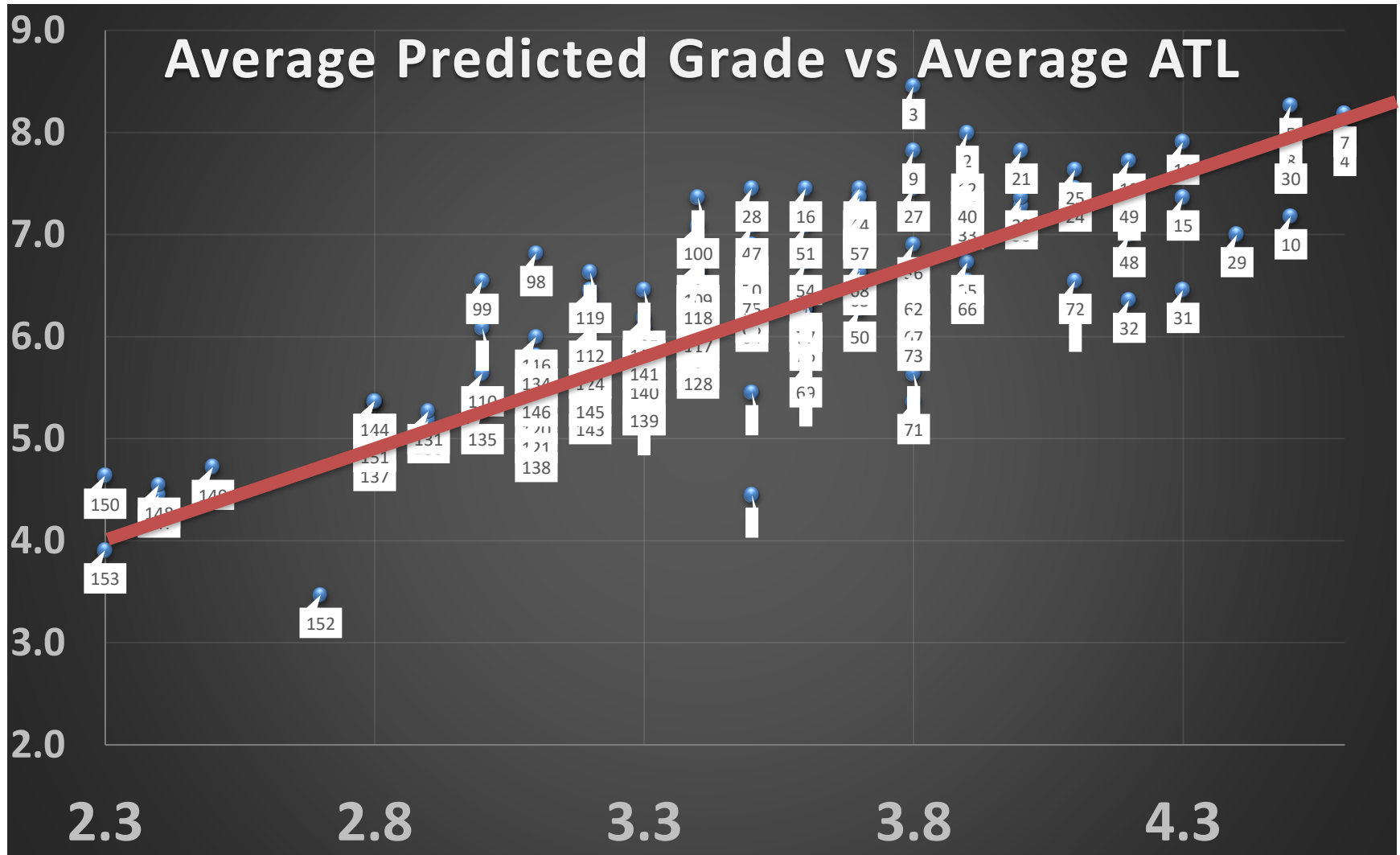
- Always organised and well-prepared without prompting
- Shows passion for learning through their contributions and thoughtful ideas
- Takes full responsibility for their own learning and is not afraid of failure
- Tasks are always handed in on time and often show extra attention to detail
- Takes great pride in presenting and organising their work to the highest of standards

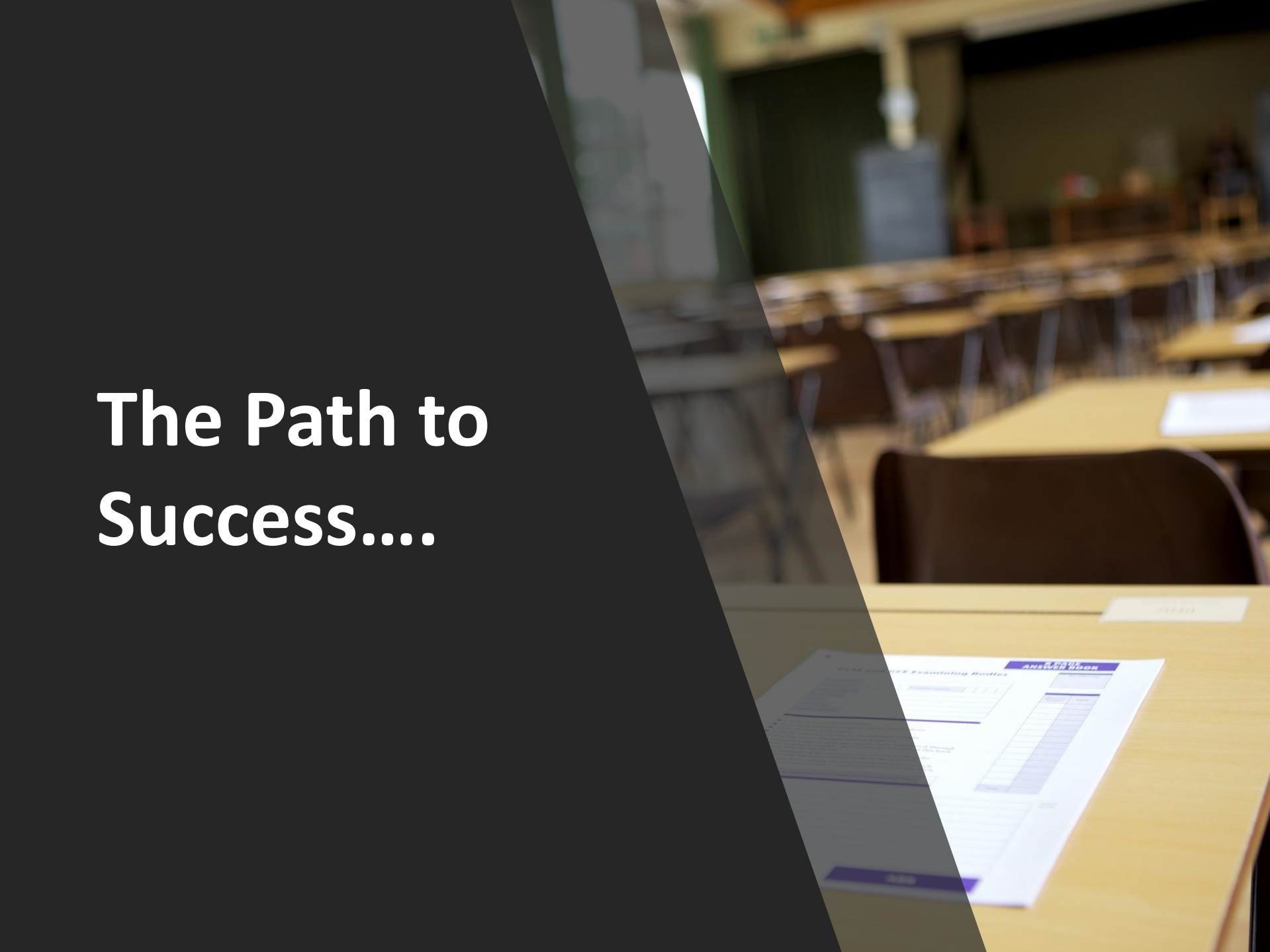
## Minimum Expectations (3)

- Usually has everything they need for lessons and homework
- Shows interest and contributes appropriate ideas when asked
- Works independently with the occasional prompt
- Tasks are typically handed in on time and are normally fully completed
- Work is neatly presented and well organised on most occasions

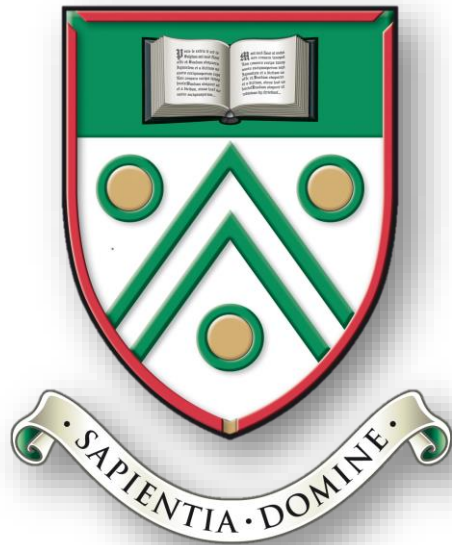


# “Choose your attitude”





# The Path to Success....



# Revision Strategies

## Phase 10 & 11

Excellence

Choice

Responsibility





## THE LEARNING SCIENTISTS



## About Us

We are cognitive psychological scientists interested in research on education. Our main research focus is on the science of learning. (Hence, "The Learning Scientists"!)

Our **Vision** is to make scientific research on learning more accessible to students, teachers, and other educators.

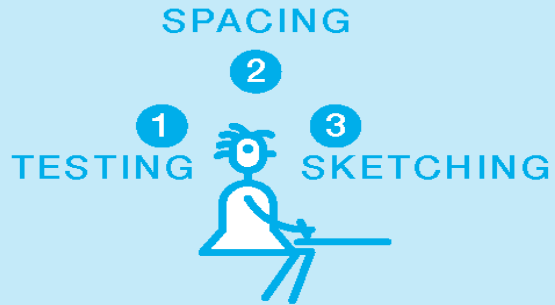
<http://www.learningscientists.org/>



2.3K



240



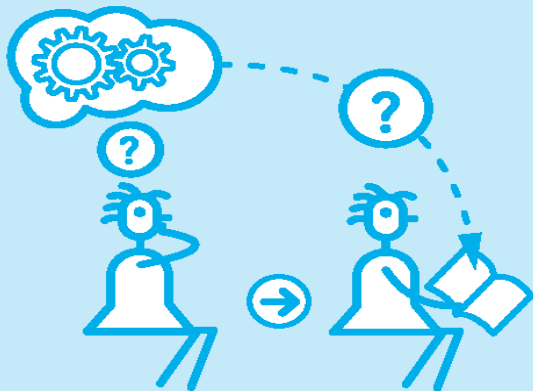
**1**  
*Spaced Practice*



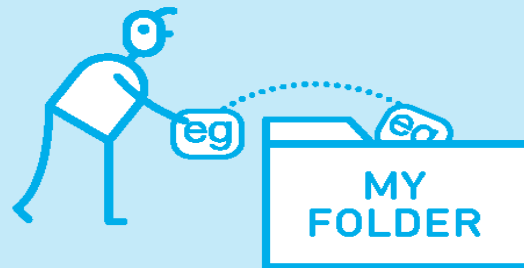
**2**  
*Interleaving*



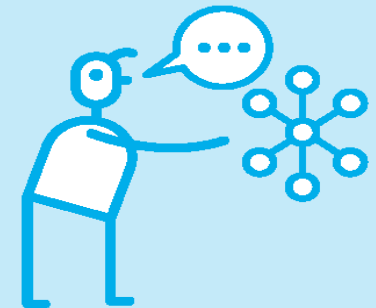
**3**  
*Retrieval Practice*



**4**  
*Elaboration*



**5**  
*Concrete Examples*

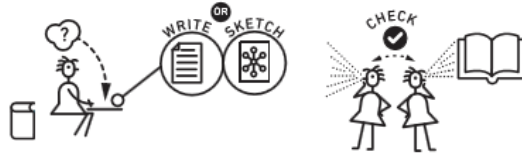


**6**  
*Dual Coding*

# Retrieval Week

## HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



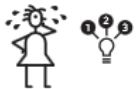
You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



## HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

## RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, [pp. 1-36]. Oxford: Elsevier.

Retrieval Week – asked SL's to ask you to do a few minutes in your lesson.





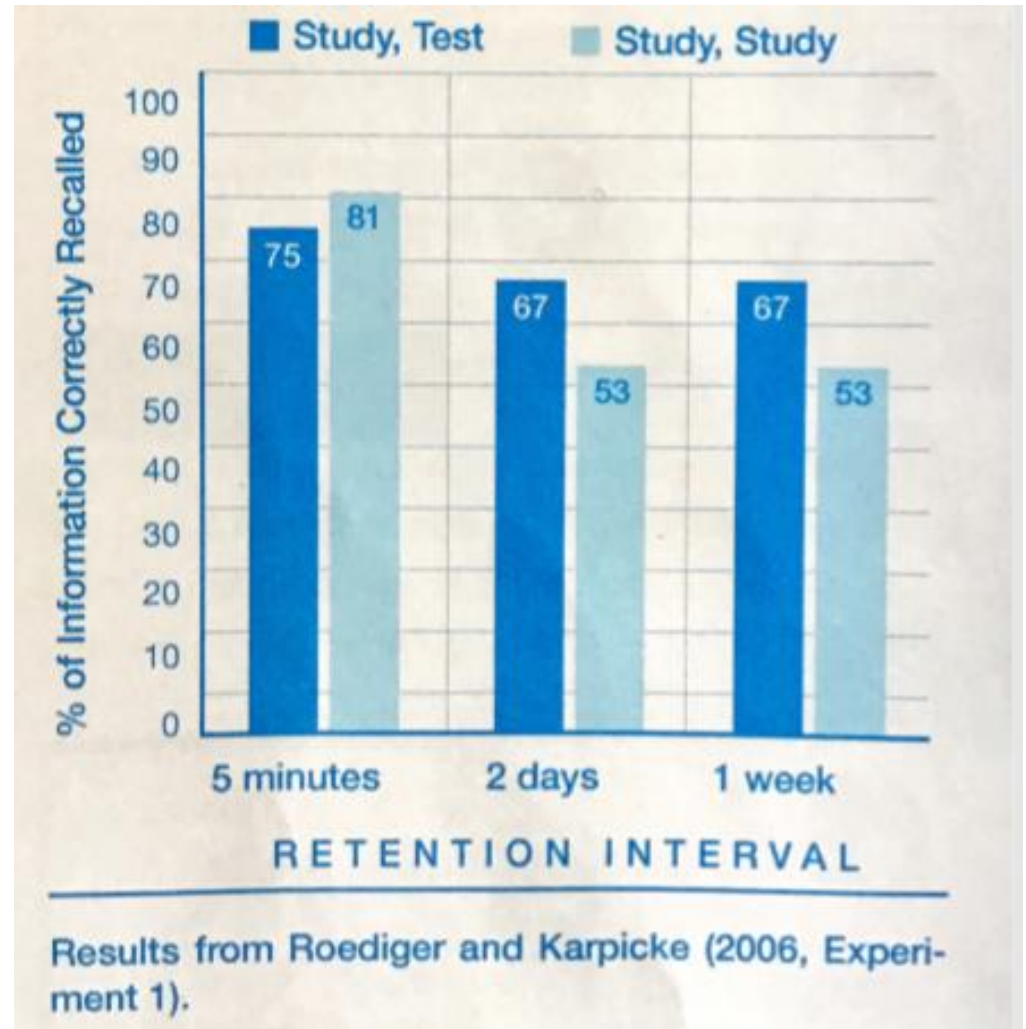
## Feels more uncomfortable!

Students learnt a passage.  
They learnt about it in two  
different ways. For one passage  
students read two times.

For the other they read the  
passage and then practised recall  
by writing as much as they could  
remember on a blank piece of  
paper! etc.



"Path to success"  
Retrieval





# Methods of transportation at the coast

Tractor rolls  
along  
- **traction**

Tractors have  
**suspension** for  
a smooth ride

Frog hops-  
putting salt on  
a frog will kill it-  
**saltation**

Sugar in tea is  
in **solution**



# Retrieval practice

- Did you remember the last slide?
- If you could write it down what would you remember?
- 30 seconds speak to someone next to you – what can you retrieve from your memory?

# Implication: Interleaved Practice (Switching)

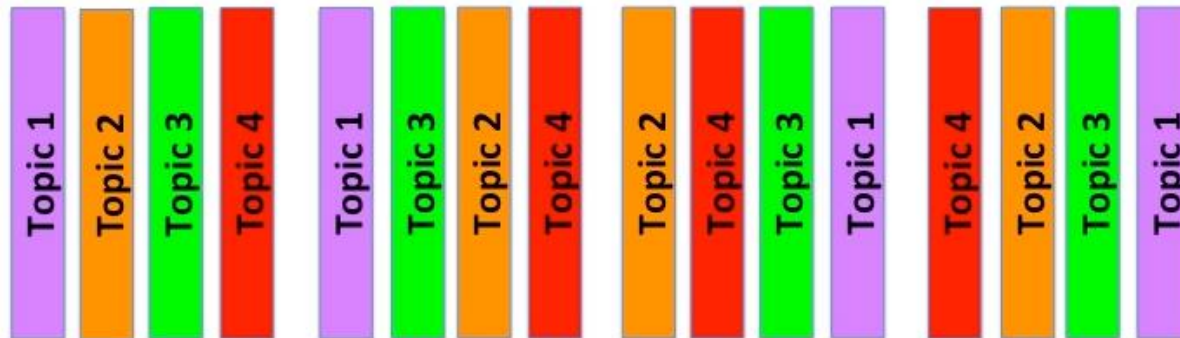
What?

Rather than revising a single topic in a single session, revise a number of different topics.

Not:

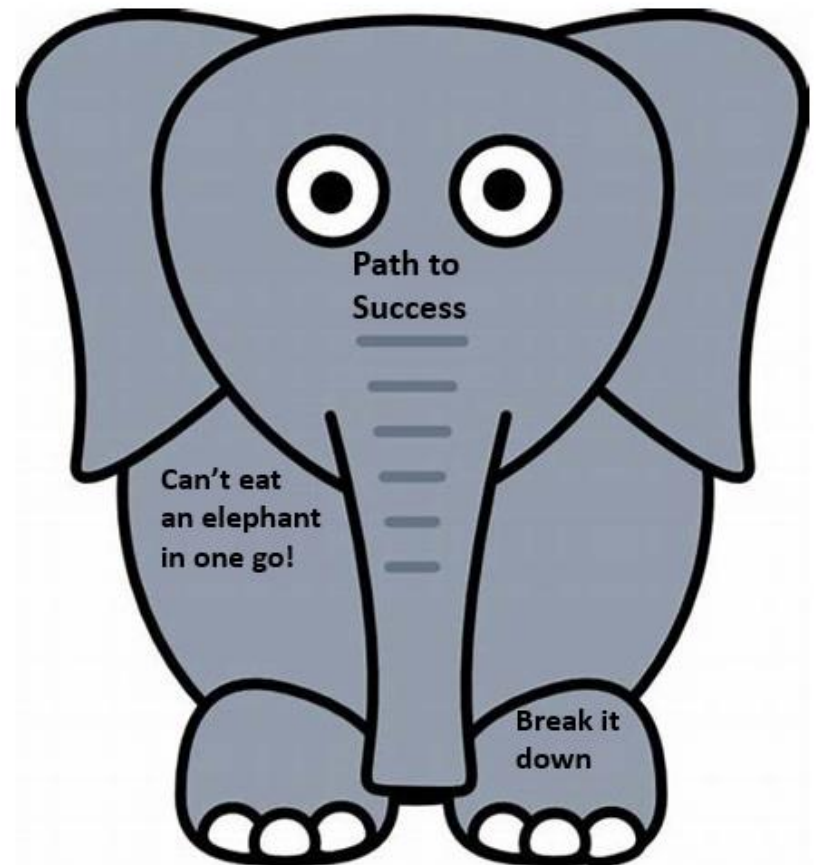
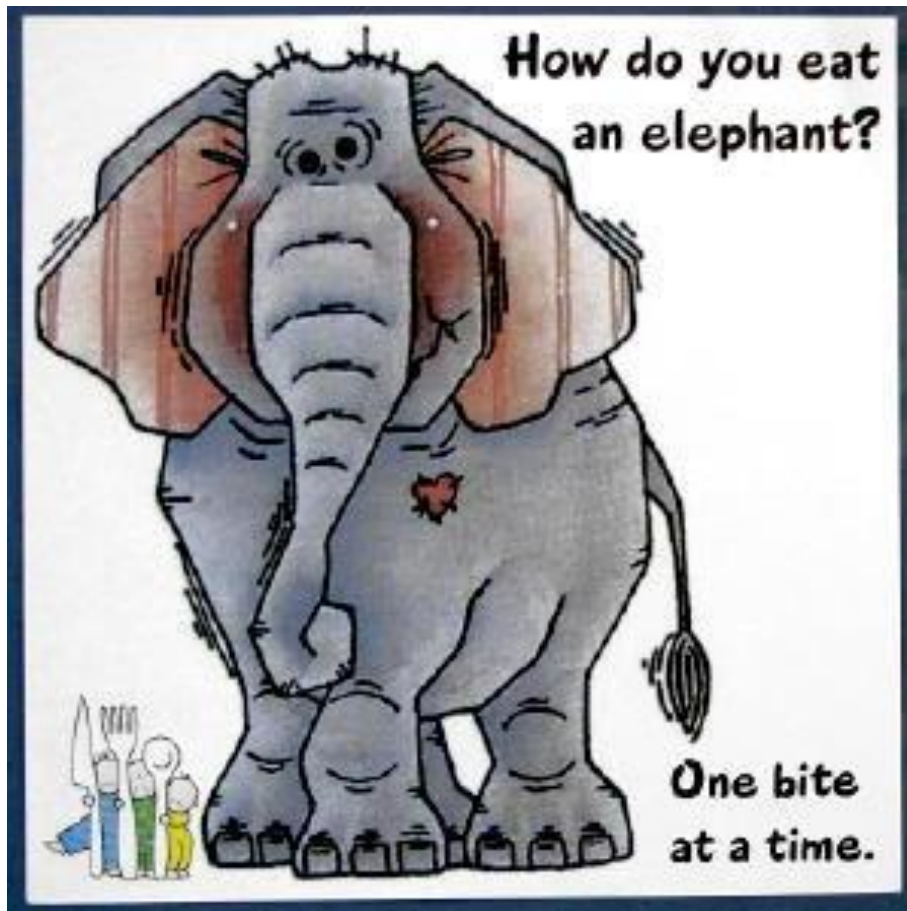


Rather:



# Eating elephants

Breaking it down makes it seem less daunting



# Dual Coding & Learning Styles

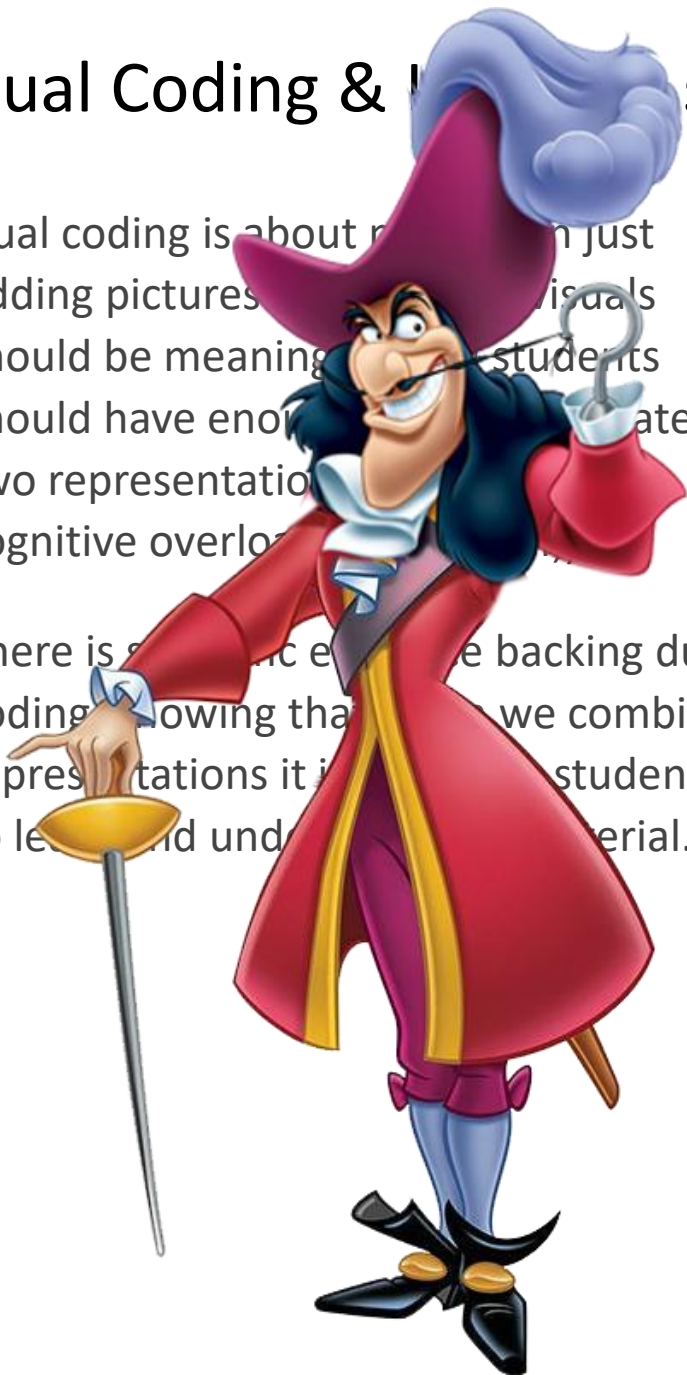
Dual coding is about more than just adding pictures to text. Visuals should be meaningful and students should have enough information to create the two representations. This avoids cognitive overload.

There is some evidence backing dual coding. Showing that when we combine representations it helps students to learn and understand the material.

In a survey of average Americans, Yana Weinstein and I found that 93% of participants believed in learning styles (1). Surveys of other groups have shown 93% of UK primary and secondary school teachers (2), and 86% of college students believe in learning styles (3). All of this is to say, if you're thinking about learning styles you're probably not alone!

Unfortunately, scientific research **does not support** the use of learning styles, and that is not for lack of testing the theory (4)!

Boring – where is a picture? I need a hook!



## "Path to success"

110

Responses

07:06

Average time to complete

Active

Status

[Ideas](#)

...

[View results](#)[Open in Excel](#)

1. "Path to success" was a helpful initiative for me? Please rate 1 for not very, 5 for excellent.

[More Details](#)

107

Responses



3.61 Average Rating

2. The Revision Workshop run by Mr Harding & Mr Pascall was insightful and useful for me.

[More Details](#)

107

Responses



3.59 Average Rating

3. The Revision Workshop went well for me because.....

[More Details](#)

Latest responses

Please look  
at the  
survey on  
the blue  
notice  
boards





## Revision Workshop Yr 11

.....just before Autumn half term

Letter for parents & email about  
Learning Scientists





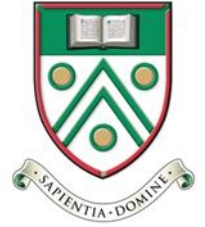
**Looking  
ahead.....**



“More than a walking set of exam certificates.....”



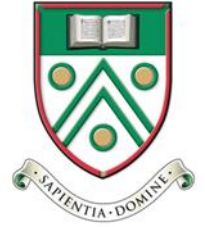
# Careers/HE guidance



## October - Mock interviews

- With an employer.
- For the job they applied for in July of year 10.
- Preparation for this through PCS lessons.
- This is taking place next week on Thursday 12<sup>th</sup> October.
- Students wear business dress to school for the day, to mirror this important aspect of a job interview! They are not required to buy anything however, and can always just adapt their school uniform.
- They are encouraged to bring their CV and letter with them and to have researched the organisation they have applied to.

# Careers/HE guidance



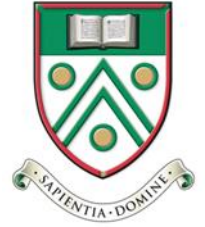
## November – Year 11 Employability Conference

- Volunteer employers run five sessions across the day
- Coordinated with Learning to Work
- Takes place on a school Focus Day

## March – Focus Day – Business Insight Days

- Each form visits a Business for the day eg GSK, Mars
- Includes a speed networking session with a range of employees from the company
- Sessions on employability skills
- Q&A session

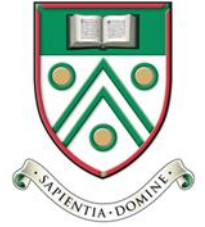
# Careers/HE guidance



## March – What Next? Event at LGS

- Higher Education, Apprenticeships and Careers conference and exhibition at LGS
- Coordinated by Director of Sixth Form and Careers Adviser
- Year 11 attend as a year group – *parents are invited to attend with year 11 students*
- Representatives from a wide range of top universities and employers that students can engage with

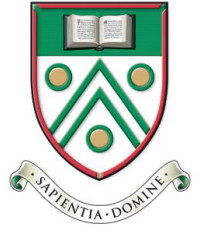
# Careers/HE guidance



## ONGOING – Individual careers appointments

- Half an hour 1-2-1 interview for every student
- With Mr Devani, our in-house careers adviser
- Appointments coordinated by Ms Roughton
- Students receive an individual action plan *on the same day as their appointment.*
- Follow up work with each form by Miss Northcott and Mr Devani
- Further consultations available as required
- Lunchtime drop-in clinics for questions

# What do employers want?

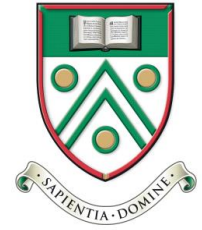


- 1. Self-reliance skills**
- 2. People skills**
- 3. General employability skills**
- 4. Specialist & technical skills**

**Source:** [www.prospects.ac.uk](http://www.prospects.ac.uk)



# Opportunities to develop these skills include...



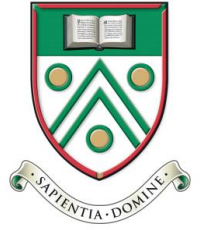
## Within School

- Member of music band/orchestra/choir
- Participation in competitive/team sport
- Duke of Edinburgh Award
- Music lessons
- Public speaking/drama
- Extra curricular programme
- Positions of responsibility e.g. House Captain

## Beyond School

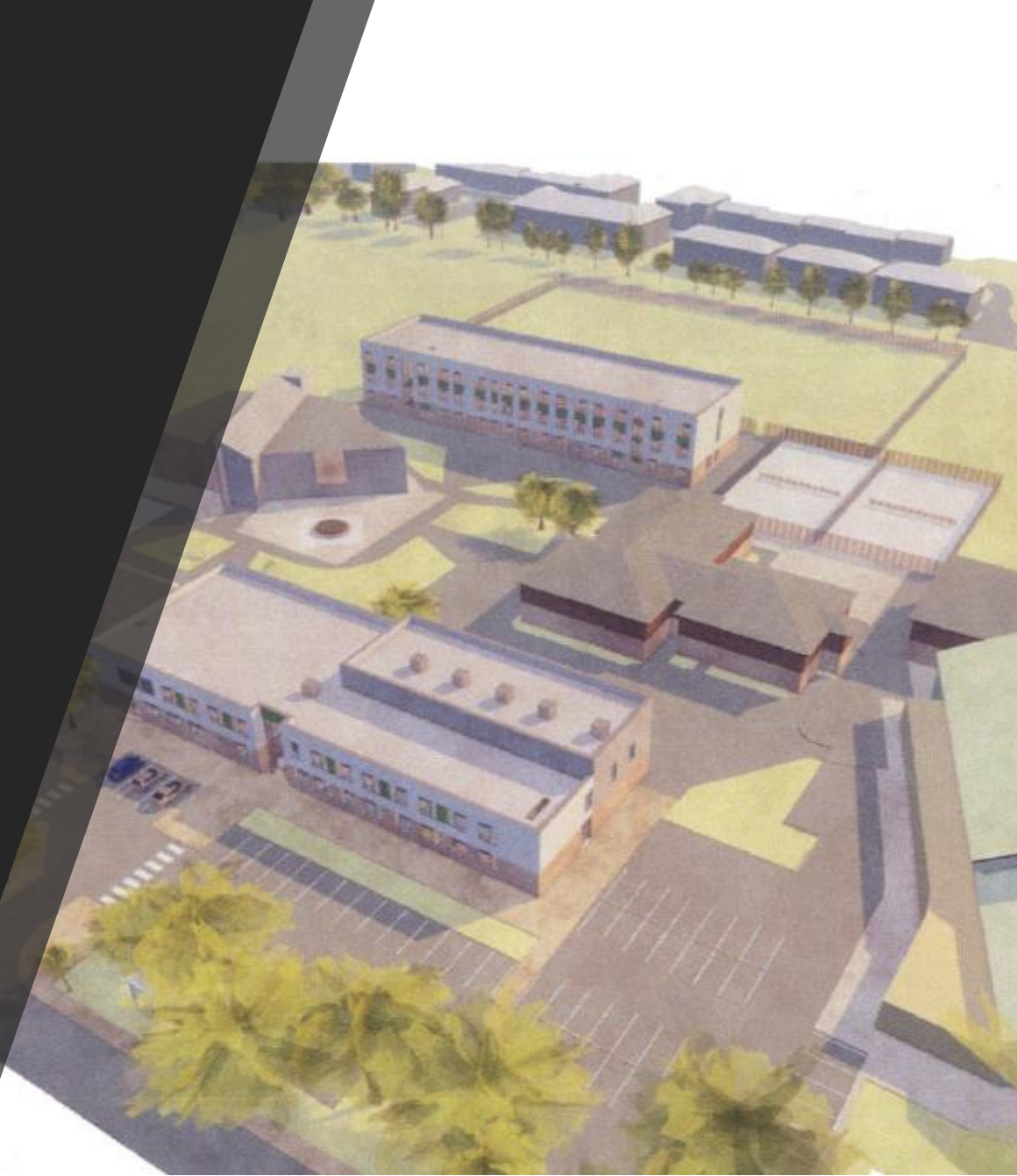
- Work experience/shadowing
- Weekend/holiday job
- Fundraising for charity
- Club/society membership
- Voluntary work
- Sports coaching
- Developing digital skills, coding, web-design
- Working & travelling abroad for foreign language skills

# Key points



- 1. University admissions tutors looking for many of the same skills as employers - i.e. breadth as well as depth.**
- 2. Think ahead and grab opportunities as they arise.**
- 3. Develop self-awareness of what students are good at AND what they enjoy.**

# Building project







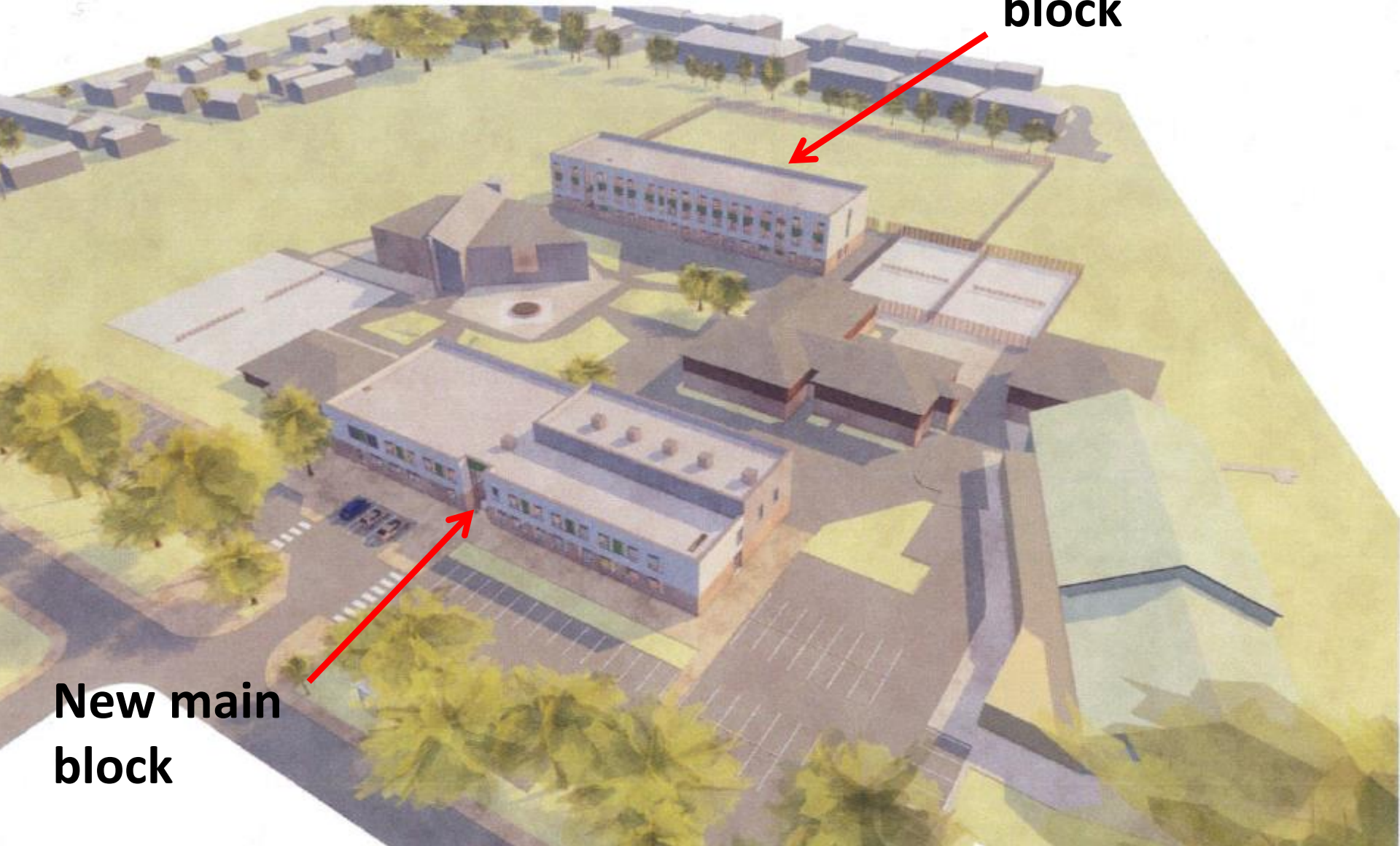




# Building project

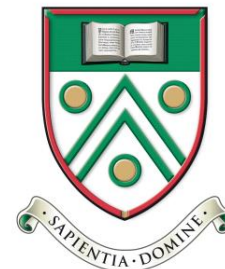
New teaching  
block

New main  
block





# Project phasing

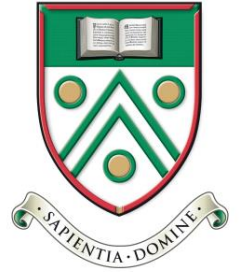


<b>Phase 1</b>	<b>Feb 2019</b>	Set up contractors' compound and access road to back of school. Start building new 2-storey <b>teaching block</b> on the current hard court area Set up <b>temporary accommodation</b> in Nov/Dec 2019
<b>Phase 2</b>	<b>Feb 2020</b>	Move subject teaching to new block. Move into <b>temporary accommodation</b> on remaining hard courts for dining room, kitchen, library, staff and admin offices etc
	<b>March 2020</b>	Start demolishing the old 1956 buildings
<b>Phase 3</b>	<b>July 2020</b>	Start building new 2-storey ' <b>Front of House</b> ' block Lay <b>new hard courts</b> at front of school Complete <b>site landscaping</b>
	<b>July 2021</b>	Move from temporary accommodation into new FOH block Reinstate hard courts at rear of school

# School funding



# School funding



- School budget is approx **£5.6 million**

Staff costs	80%
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Utilities, site etc	10%
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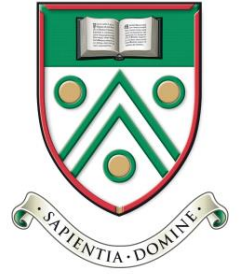
Curriculum costs	10%
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(Includes 2.5% on exam fees.....!)



- School funding has **declined over several years**
- We have been using **reserves** to balance our budget

# LGS Development Fund



## *What for?*

- Small-scale development projects
  - Curriculum resources, facilities for students, “extras”
- Resourcing of the new buildings

## *How?*

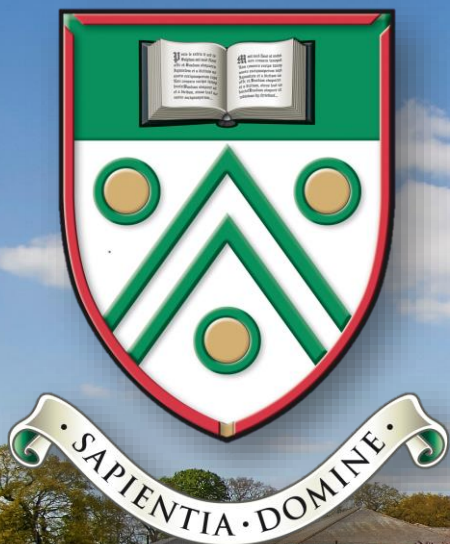
- Gift Aid – school can recover the tax
  - Regular donation by standing order
  - **One-off donations**



**Please  
complete the  
parent survey  
before you  
leave**







***Thank you for coming***