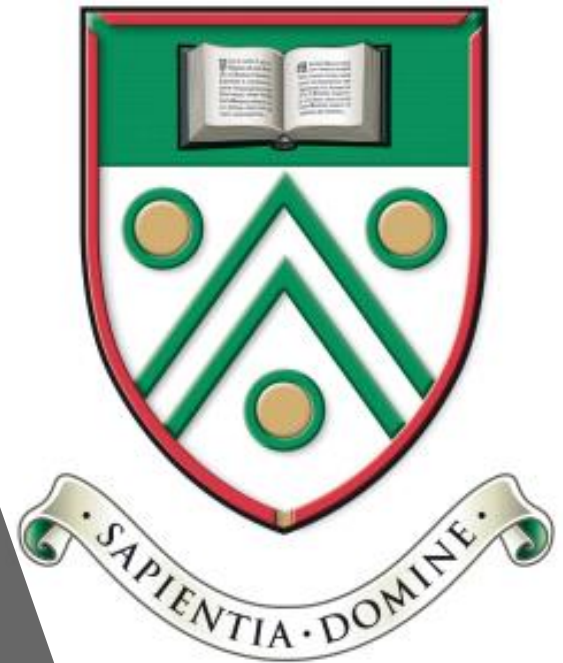


Year 11 Parents' meeting

Tuesday 2nd October 2018

GCSE and A Level Examinations

....a period of
change.



What happened this year?



- Second set of results for reformed GCSEs in English and Maths
- First set of results in most (but not all) other GCSEs
- Ofqual 'comparable outcomes' policy ensured similar proportion getting
 - grade 4+ as grade C+ last year
 - grade 7+ as grade A/A* last year

**‘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

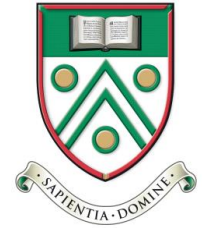
GOOD PASS (DfE)

5 and above = top of C and above

AWARDING

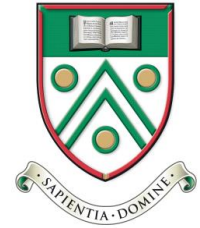
4 and above = bottom of C and above

LGS GCSE results in 2018



- Overall 71% grade 9-7 or A*/A
- 75% grades 9-7 in English
 - 25% *grade 9s in English Lit*
- 82% grades 9-7 in Maths
 - 30% *grade 9s*
- Average grade in reformed qualifications **7A**
(*ie Grade 7/8 borderline*)
- *Initial indication is for very good progress score*

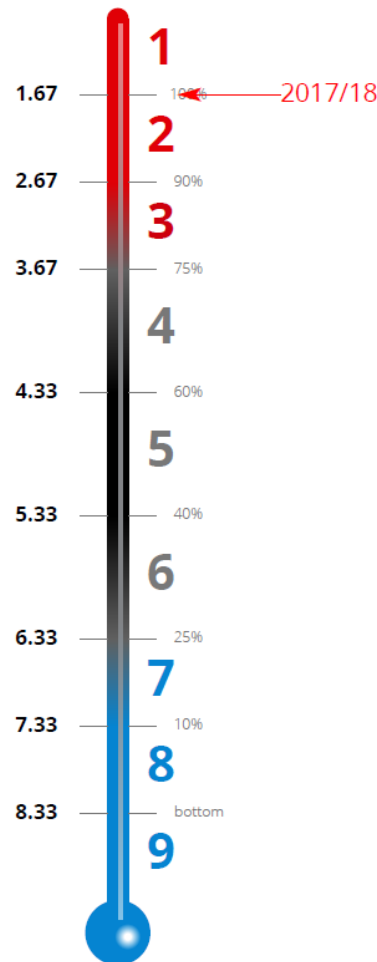
LGS A Level results in 2018



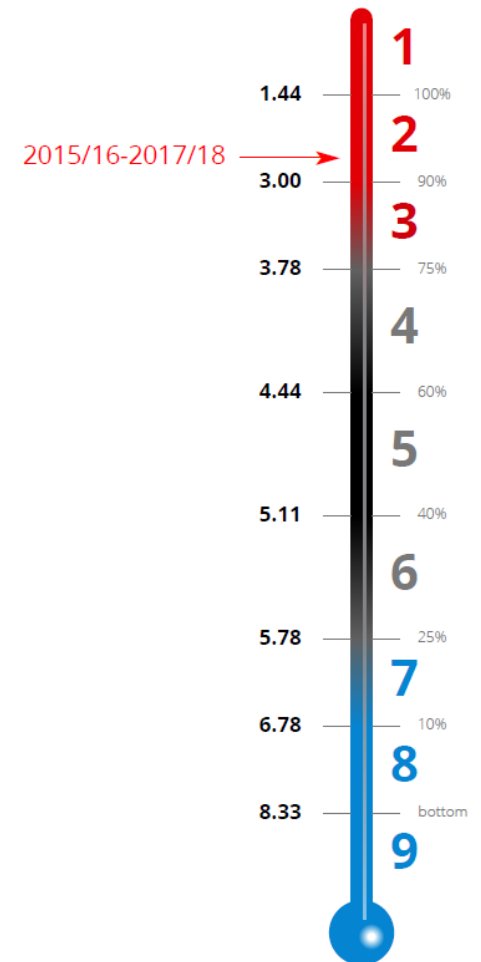
- **71.5% A*-B grades**

- **ALPS grade 1**
Top 5% of schools for value added (ie progress) from GCSE to A Level

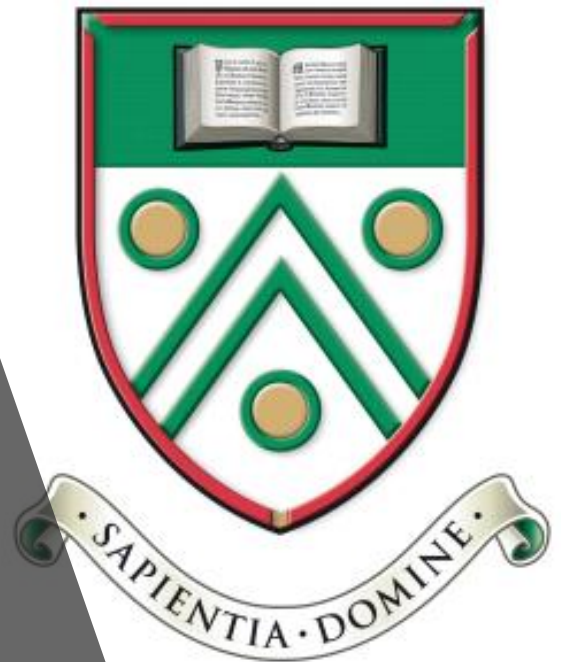
Single year T score



Three year T score

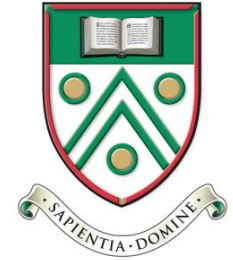


Reformed GCSEs – what's different?



Reformed GCSEs....

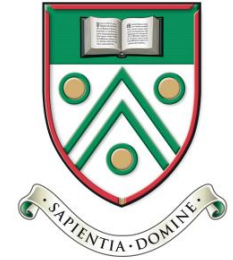
What's different now?



- New reformed GCSE courses in all subjects.
 - 3rd set of results for English and Maths
 - 2nd for most other subjects
 - 1st for Business Studies and Technology
- Grading structure 9-1 instead of A*-G
- Lead into new A-levels, introduced from September 2015.

Reformed GCSEs....

What's different now?



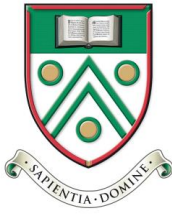
- More subject content to learn.
- Demand/challenge increased:
 - Harder topics introduced
 - Some material moved down from A Level
- Assessment by end-of-course examination for non-practical subjects.

Many positive aspects to new courses

ENGLISH

*What's different
now?*

Changes from the 'old' course



No Controlled Assessment

More time to develop skills before being assessed

Assessed through examination only in Summer 2019

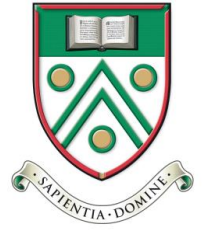
More, longer exams

More to revise and remember for final exams

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

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

English Language



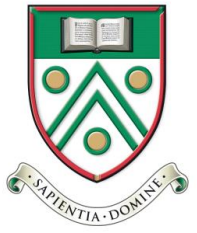
Component 1 – 2 part exam worth 40%

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

Component 2 – 2 part exam worth 60%

- *Questions about 19th and 21st Century non-fiction texts*
- *Transactional/persuasive writing*

Component 3 – Teacher assessed speech, must pass but does not contribute to overall grade.



English Literature

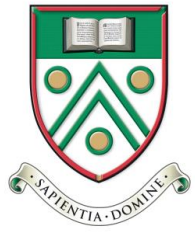
Component 1 – 2 part exam worth 40%

- *Questions on a Shakespeare play*
- *Questions on poetry studied in class*

Component 2 – 3 part exam worth 60%

- *Questions on Post 1914 novel/play*
- *Questions on a 19th Century novel*
- *Questions on previously unseen poetry*

Lessons learnt so far....



- Students should **independently** produce revision notes of **key quotations, characters and themes** starting from the beginning 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 a key area for development. Students cannot rely on rote learning for the English language examinations – they need to **practise reading and summarising** a variety of fiction and non-fiction texts.

MATHS

***What's different
now?***

Changes from the 'old' course



Volume of subject content increased

'Big fat Maths'

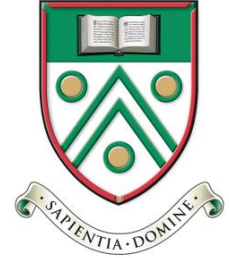
Demand of content has increased, with harder topics being introduced

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....



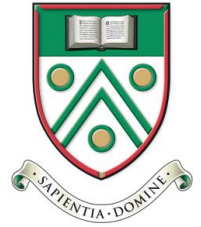
- Skills in **basic number** and **algebra** are vital.
- Topics are **integrated** more. There are less questions on just Trigonometry for example, or just Volumes
- More marks available for **Mathematical Communication**, so showing full methods with correct notation is important.
- Questions at the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



Other subjects

*What's different
now?*

In general.....



Volume of subject content increased

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

**Total time for examinations is
increasing.**

Some examples ...

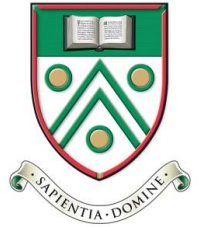
Chemistry - New course has more higher level topics taken from the first year of the A Level course.

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 entry to Sixth Form



- General entry requirement for Sixth Form currently still based on performance across **ALL** GCSE examinations taken.
 - Broadly equivalent to consistently Grade 6 or above
- Minimum Grade 5 in English and Maths
- Specific entry requirements for subjects

Implications for entry to Sixth Form

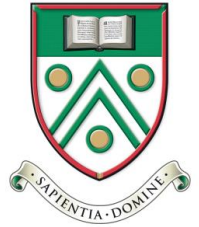


Specific entry requirements for subjects

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

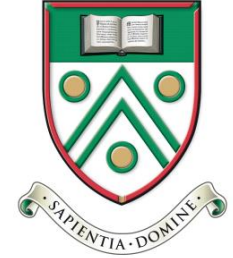
Our approach to teaching and learning



Excellence in Teaching at LGS



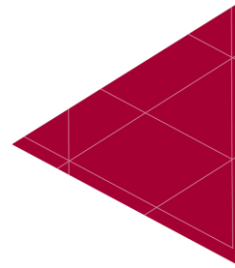
External recognition



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

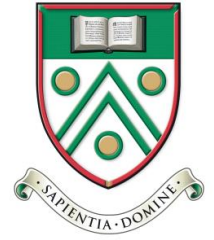


Distinguished School

**What do our
most
successful
students do?**



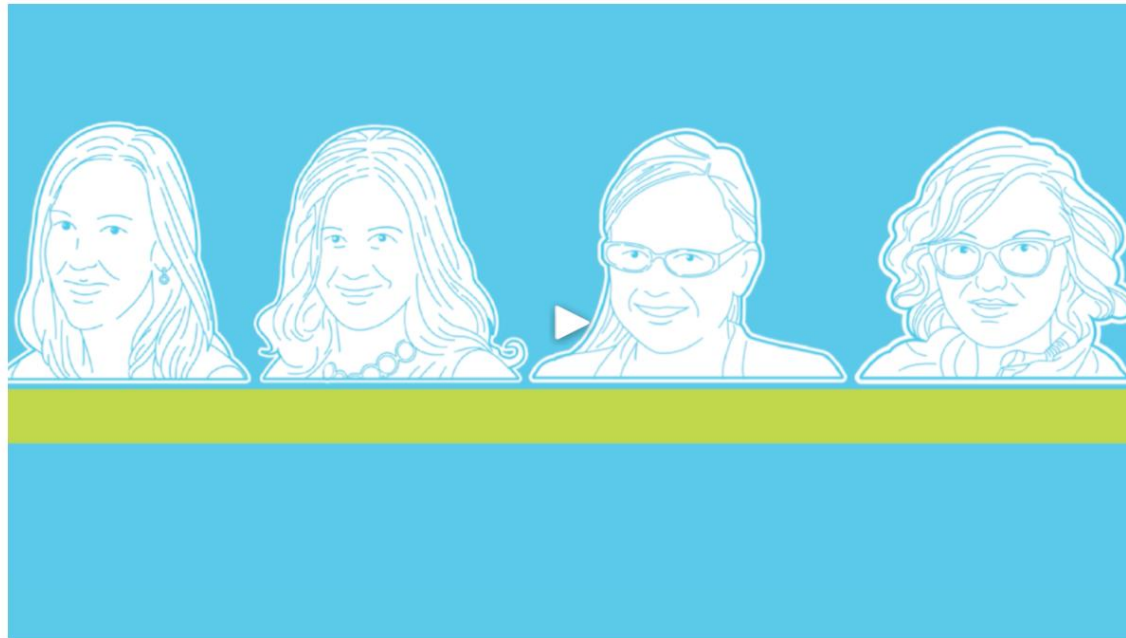
Study skills



Menu

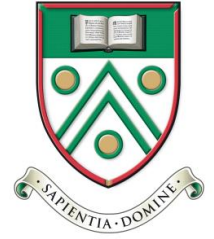


THE LEARNING SCIENTISTS



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

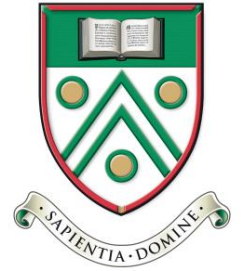
Research findings



Highlighting, re-reading and summarising texts have **low impact** on retention and retrieval – i.e. they are **not very effective**



Research findings



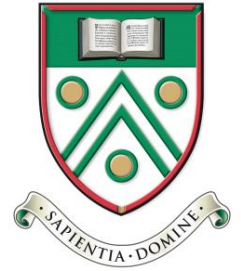
More effective revision strategies include:

- Spaced practice
- Interleaving
- Retrieval practice
- Dual coding
- Elaboration
- Concrete examples



Effective revision

Spaced Practice



What?

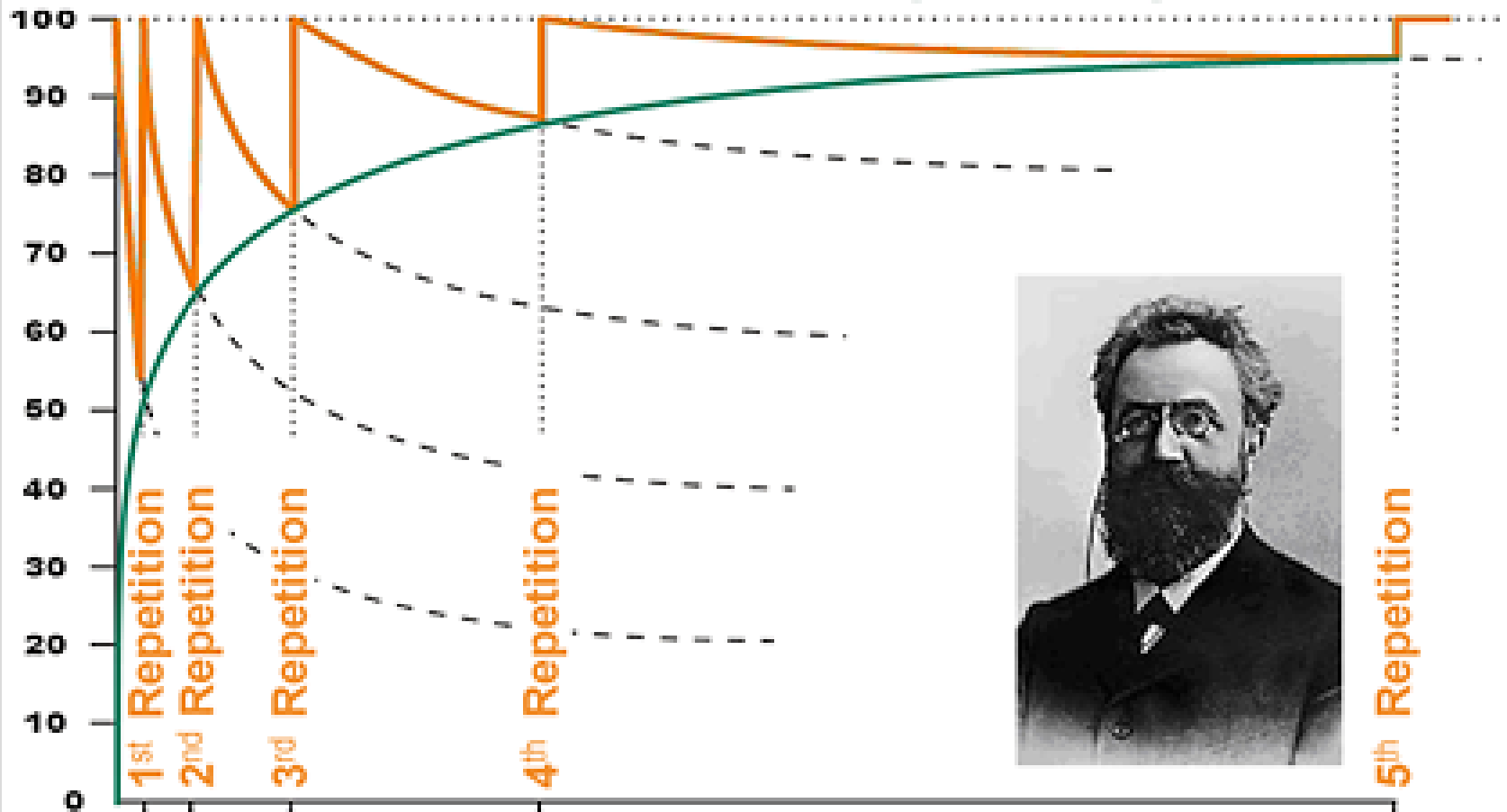
Space out revision for each topic rather than doing it in a single block

Why?

- The more frequently you come back to a topic, the better you remember it
- Builds in 'forgetting time' so when you come back to it you have to think harder, which actually helps you to remember it.

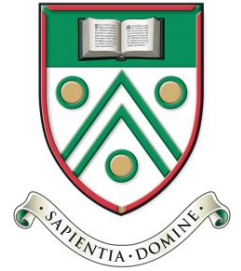
Ebbinghaus Forgetting Curve

% of Data Remembered



Effective revision

Dual coding



What?

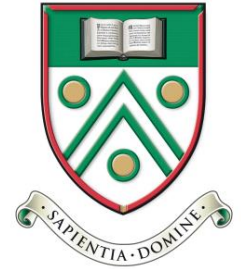
- Where possible use images **and** text when making revision notes

Why?

- Having two ways to recall the information increases the chances you can retrieve it later on

Effective revision

Retrieval Practice



What?

Test your knowledge of what you already know, eg:

- Writing down and sketching out everything you know about a topic without using your notes.
- Answering as many past papers you can
- Taking regular tests/quizzes on a topic, using apps like Quizlet or Brainscape

Why?

- These are the **most effective** techniques to aid memory. They also allow you to identify what you don't know so you can focus on these areas

Preparation, not just revision....

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





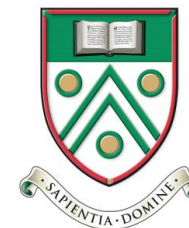
What place do iPads have?

Use of iPads....

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



'Big picture' for the year

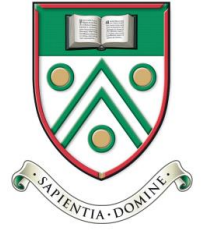


September	
October	Mock interview day, GCSE Art practice exam
November	Sixth Form information events <i>Staff - data entry and impact meetings</i>
December	GCSE practice examinations
January	GCSE French and German practice orals Parent-teacher consultation
February	Sixth Form applications <i>Staff – impact meetings</i>
March	Sixth Form interviews, finalisation of subject choices
April	GCSE Art exam, GCSE French and German orals
May	Examinations begin
June	Examinations continue
July	Sixth Form transition day

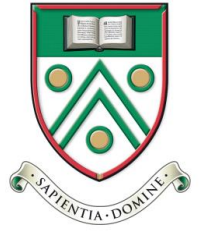


Approaching GCSEs

REMEMBER...



- Just **TWO** of the **FIVE** terms available for GCSE preparation are in Year 11.
- The **WHOLE** of Year **10 & 11** is crucial to success, not just Year 11.
-but its never too late!



Success is not guaranteed.

Success looks different for different students.

Success is only realised through effort.

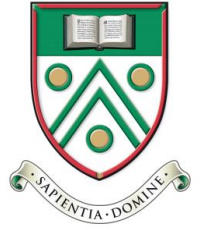
Effort requires determination.

Determination is fuelled by motivation.

Motivation is driven by the will to succeed.

Students will have different expectations to SUCCEED but **they can all be SUCCESSFUL.**

Some things to consider....



Social media can be used well, or poorly....

Social life begins to expand, just as the pressure of work builds

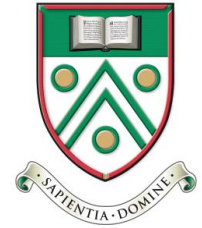
Every lesson counts – subject content, exam practice etc

Final exams are more important than previously

Homework becomes more flexible, both in content and duration – students are expected to manage complicated schedules.

“Not just a walking set of exam certificates”

Year 10 & 11 Phase Ethos



EXCELLENCE CHOICES RESPONSIBILITY

In everything I do, I will:

- Give maximum effort in order to achieve my best**
- Make wise decisions that will aid me in achieving excellence**
- Take responsibility for my actions and their outcomes**

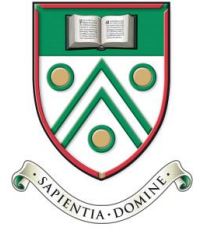
**Looking
ahead.....**



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



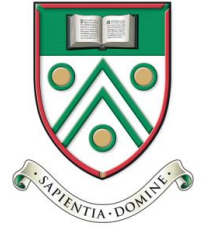
What do employers want?



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

Source: www.prospects.ac.uk

What do employers want?

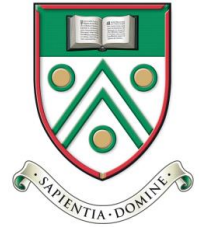


1. SELF-RELIANCE SKILLS

- Self awareness
- Being pro-active
- Willingness to learn
- Self promotion
- Networking
- Action planning



What do employers want?

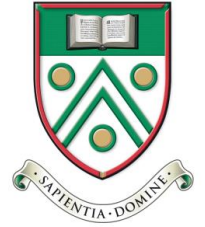


2. PEOPLE SKILLS

- Team working
- Interpersonal skills
- Communication skills
- Leadership
- Customer service skills



What do employers want?

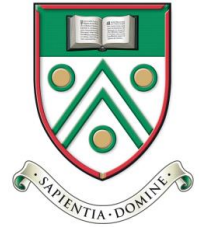


3. GENERAL EMPLOYABILITY SKILLS

- Problem solving
- Flexibility
- Business acumen
- Time management



What do employers want?



4. SPECIALIST & TECHNICAL SKILLS

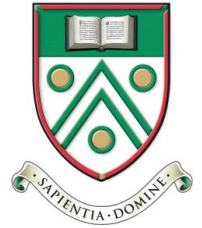
- IT
- Journalism
- Merchandising
- Languages



LGS Headlines



Ideas for developing these skills



1. Self-reliance skills

- Member of music band/orchestra/choir
- Participation in competitive/team sport
- Public speaking/drama
- Duke of Edinburgh Award

3. General employability skills

- Club/society membership
- Music grades
- Work experience/shadowing

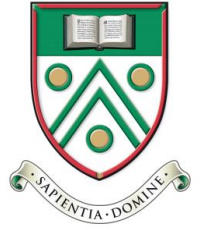
2. People skills

- Weekend/holiday job working with the public
- Fundraising for charity
- Voluntary work
- Coaching role

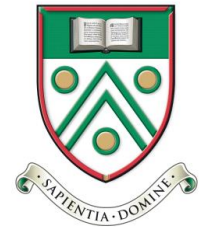
4. Specialist skills

- Web design skills
- Writing news items for school newsletter
- Helping in a charity shop
- Modern foreign languages

In conclusion



- 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.**



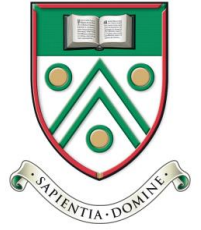
Careers pages on LGS website

- From Main Menu, go to Student Activities then Careers & Higher Education
- For Y10/11 students:
 - Overview of our careers programme by year group
 - Quizzes and questionnaires
 - Work experience and shadowing
 - Options at 16
- New Resources for Parents page

Monitoring and reporting progress



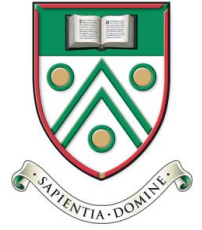
Tracking progress and keeping you in the picture



Practice Exams: **Begin 10th December**

PTC: **Wednesday 23rd January**

Progress Tracking



- Three data collection points in Year 10
 - Ensures student progress is well monitored
 - Subject Areas: subject specific
 - Phase Leaders: general overview



Subject Specific

KS4 Grades 9-1 Laser (Att8 Points)

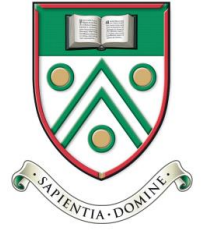
Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index ?	SPI Chart	Positive SPI %	In A8 Basket ?
Art & Design	26.1	60.9	65.2	91.3	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	23	7A	7.43	0.03	1.27		73.9	69.6
Biology	29.8	63.8	83.7	96.5	98.6	100.0	100.0	100.0	100.0	100.0	100.0	100.0	141	8C	7.72	0.51	0.93		86.0	97.9
Chemistry	52.5	79.4	92.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	141	8A	8.25	1.03	1.53		91.2	100.0

Phase Leader

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI %	In A8 Basket %
Chemistry	52.5 ↑	79.4 ↑	92.9 ↓	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	141	8A ↑	8.25 ↑	1.03 ↑	1.53		91.2 ↑	100.0
Targets >	0.0	65.2	97.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	141	8C	7.63	0.17	-		0.0	100.0
Difference >	52.5	14.2	-5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0		0.62	0.86	-		91.2	0.0

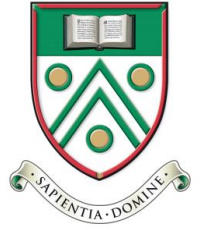
Qualification Name	Class	Eligibility	Type	Results Date	Grade	Points	Residual	Subject Progress Ind	SPI Chart	Current Grade	Current Diff (whole)	Current Diff (sub)	KS2 Core	Current Baseline
Biology	11b/Bi1	★	GCSE (9-1)	22/08/2018	9 ↑	9.00 ↑	0.12 ↑	1.24					5.81	
Targets >	11b/Bi1		GCSE (9-1)	17/10/2016	8	8.00	-0.88	-					5.81	
Difference >						1.00	1.00	-						
Business Studies	11A/Bs1	★	GCSE (A*-G)	22/08/2018	A* ↑	8.50 ↑	-0.38 ↑	1.84					5.81	
Targets >	11A/Bs1		GCSE (A*-G)	17/10/2016	A	7.00	-1.88	-					5.81	
Difference >						1.50	1.50	-						
Chemistry	11b/Ch1	★	GCSE (9-1)	22/08/2018	9 ↑	9.00 ↑	0.12 ↑	1.32					5.81	
Targets >	11b/Ch1		GCSE (9-1)	17/10/2016	8	8.00	-0.88	-					5.81	
Difference >						1.00	1.00	-						
Computing	11C/Cp1	★	GCSE (9-1)	22/08/2018	9 ↑	9.00 ↑	0.12 ↑	2.00					5.81	
Targets >	11C/Cp1		GCSE (9-1)	17/10/2016	8	8.00	-0.88	-					5.81	

The Raising Achievement Programme



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

Progress Tracking



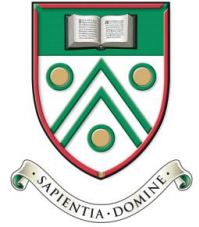
- Concerns
 - *Intervention, including communication to parents*



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

A2L

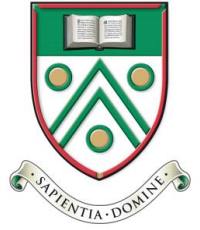


**Choose your attitude.
It starts with you.**



We need students to have a **balanced** approach.

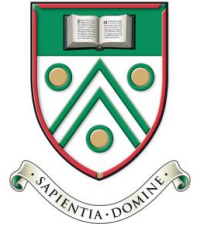




Too much ambition/pushing can be **counter-productive** and cause stress and burn out.

Too little, can lead to underachievement relative to potential.

Two key messages.....



- **Breadth and balance** are important
 - Achieving good examination results is only part of their education
 - Parents can help balance work, social life, activities etc.
- **Be there for your child.**
 - Quiet place to study
 - Set boundaries – when & where to work, when to relax