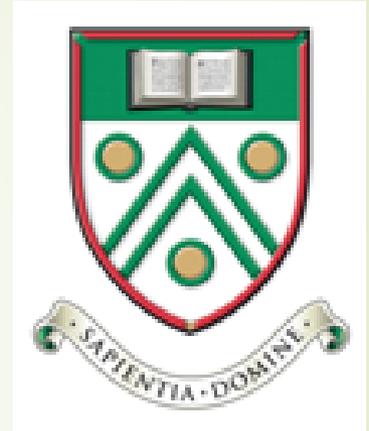


Langley Grammar School Raising Achievement at A Level



**Thursday
26 September 2019**



2019 A
Level
Outcomes

A*-A grades 35%

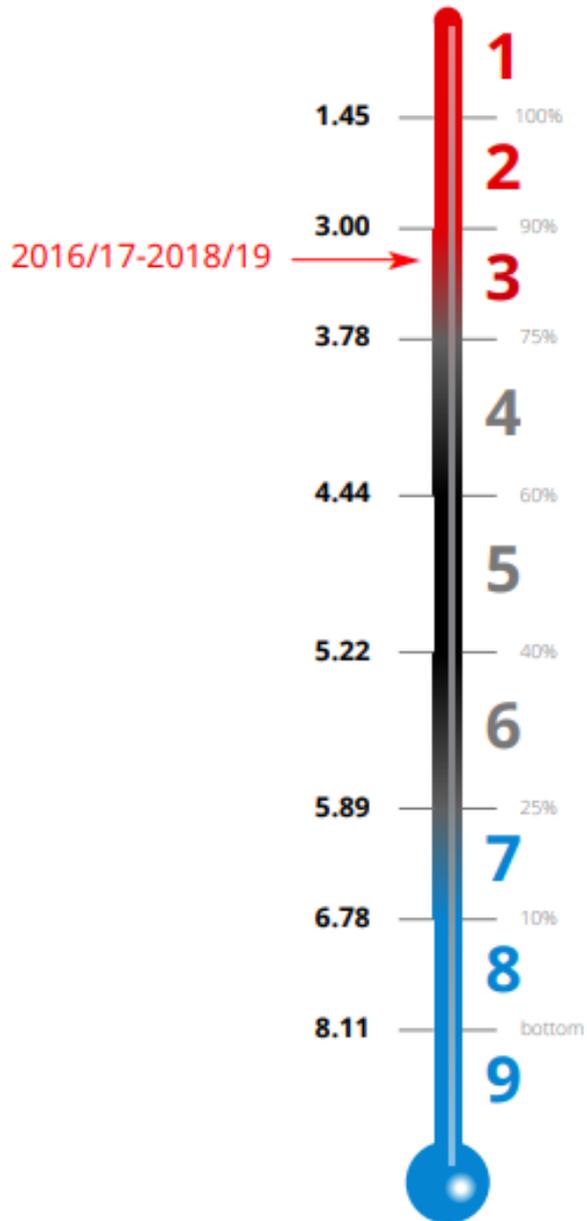
A*-C grades 87%

A*-E grades 99%

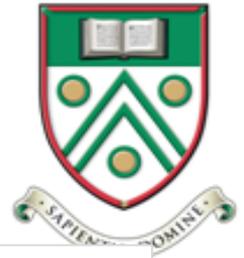
79 achieved their first
choice

40% Russell Group
Universities

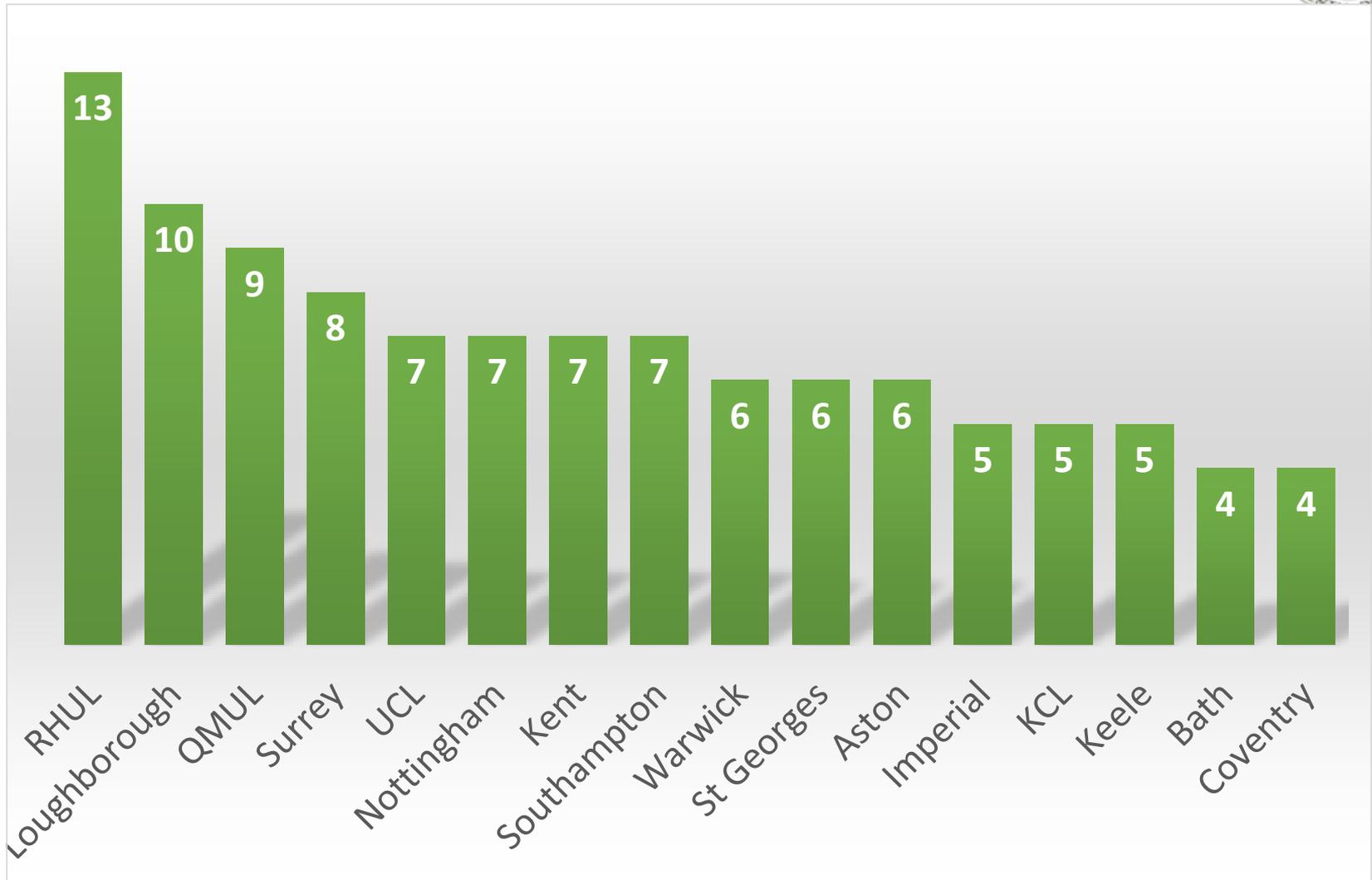
Three year T score



Value Added Progress

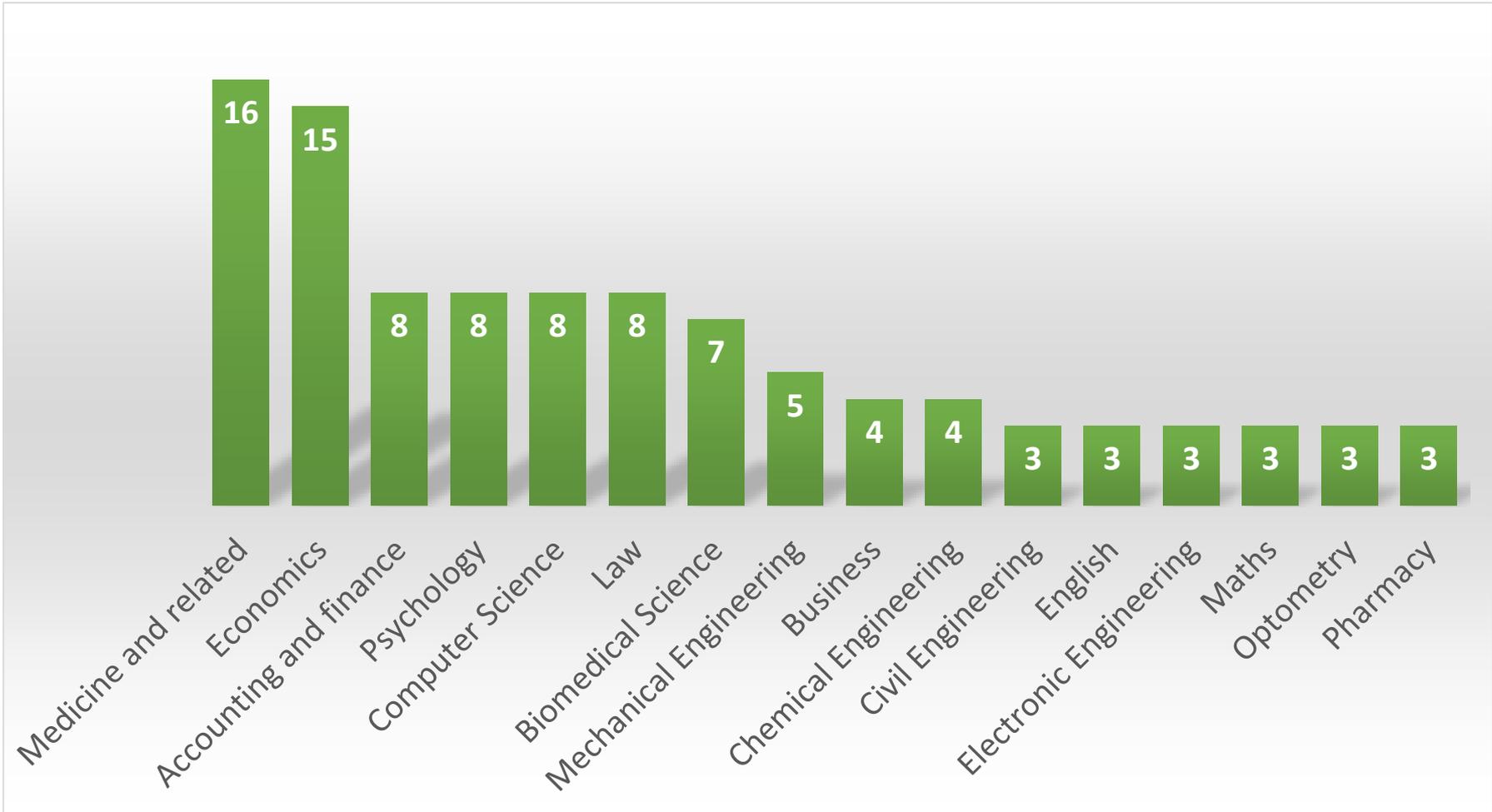


Where are they going?





What are they reading?





First steps

- Review Year 1 results to identify strengths and weaknesses, scripts returned.
- Choose 3 (or 4) subjects to continue to A Level which build on Year 1 successes
- Review approach last year- use of time, engagement with teachers outside lessons.

Target grades



Mean GCSE score

Minimum target A2 level
grades /UCAS points
(A*=56 A=48, B=40, C=32, D=24,E=40)

Approx GCSE grades	QCA score band	AS level minimum target grades per student	Minimum exp grades (exc Gen St) taking 3 or 4 A levels
Mainly A and A*	55.0–58.0	AAAB	A [≠] AAA
Mainly A's	52.0–<55.0	ABBB	AAA
Mainly A's few B's	50.2–<52.0	BBBC	ABB
Mainly A's & B's	48.4–<50.2	BBCC	BBB
Mainly B's few A's	46.6–<48.4	CCCC	BBC
Just over all B's	44.8–<46.6	CCDD	BCC
Mainly B's few C's	43.0–<44.8	CDDD	CCC
Mainly C's few B's	41.2–<43.0	DDDD	CCD



The A* grade at A Level

- The A* grade for full A level was awarded for the first time in August 2010
- Aim is to allow universities and employers to differentiate between candidates with top grades
- A* grade is awarded to candidates who attain grade A standard overall AND achieve over 90% on the aggregate of their A Level units
- There is no A* award at AS level apart from in the EPQ qualification.



Converting AS grades to A level results (LGS 2014)

A level Grade

AS Grade	A level Grade						
	A*	A	B	C	D	E	U
A	42	105	31	2			
B	2	35	54	18	3		
C		5	31	32	5	1	
D		1	6	15	14	2	
E	1		3	4	4	5	
U				1	3	1	
Total No.	45	146	125	72	29	9	



Converting Y1 grades to A level results (LGS 2019)

A level Grade

		A*	A	B	C	D	E	U
PP Y1 Grade	A*	15	6		1			
	A	19	69	52	8	1		
	B	1	44	79	29	3	2	1
	C	1	7	24	35	11	7	3
	D			3	14	5	8	
	E					1	1	
	U							
Total No.		36	126	158	87	21	18	4

UCAS Predicted Grades

*'Universities and colleges take much more than just grades into consideration when deciding whether to offer a place – things such as the personal statement, relevant experience, interview performance, your motivation, and commitment to study. They also consider the overall demand for places on the course, and the success of past students who achieved the same A level grades as you are predicted. Remember, this is an **estimate** based solely on past applications from other people studying the same A levels and with the same predicted grades.'* **Source: ucas.com**

Our predictions at Langley Grammar School are based on evidence and allow for progress in Y13 and in addition are 'optimistically realistic'

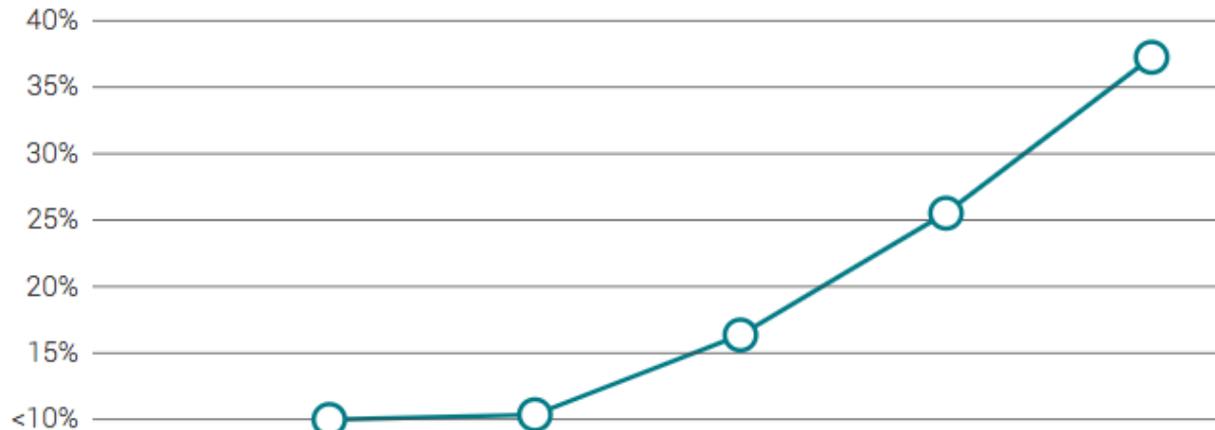
UCAS Offer Calculator

<https://www.ucas.com/advisers/offer-rate-calculator/>

Summary

Your likelihood of receiving an offer is around

16% to study Medicine, Dentistry or Veterinary Medicine at Queen Mary University of London



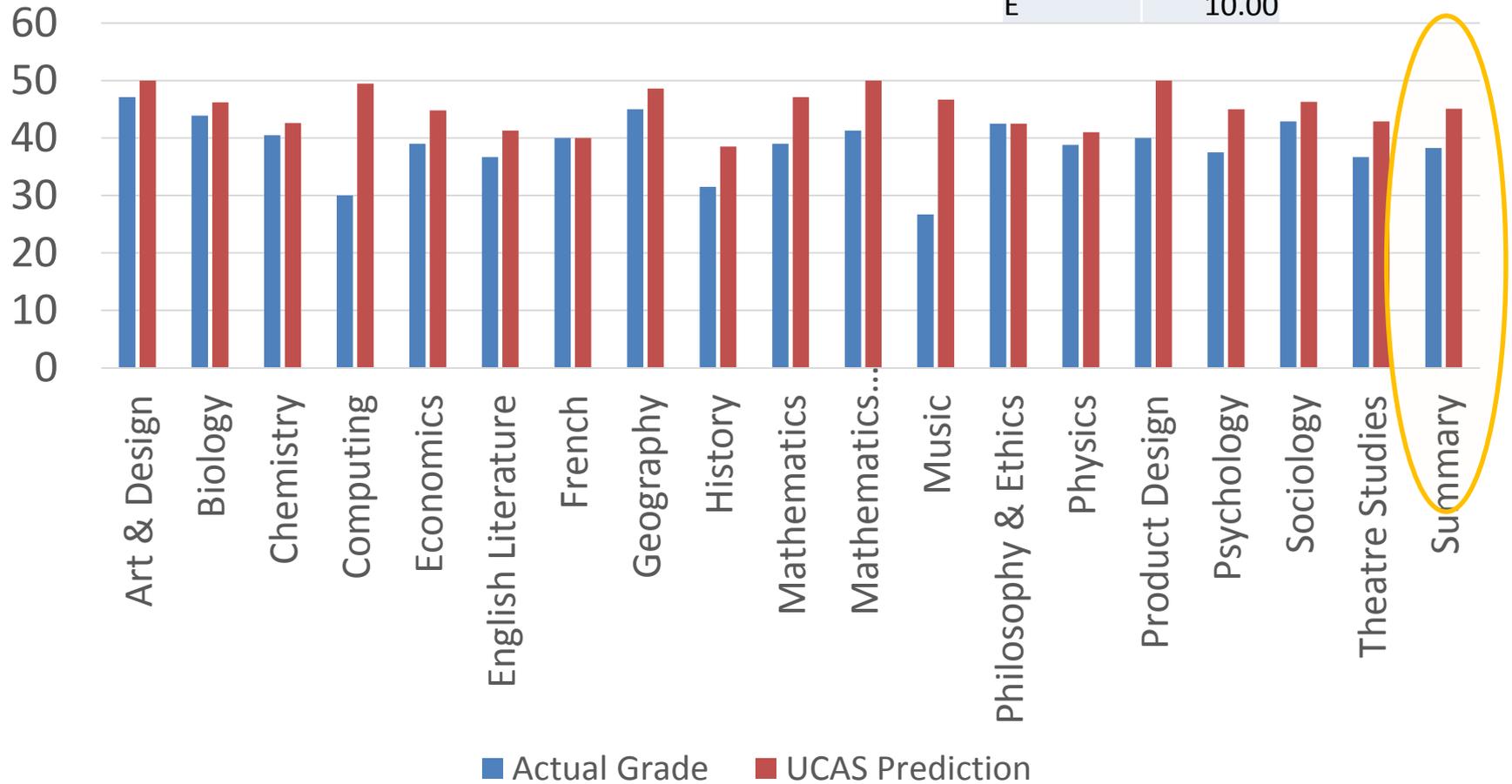
Chemistry	C	B	A	A	A
Biology	A	A	A	A*	A*
Mathematics	A	A	A	A	A*
Likelihood of receiving an offer	< 10%	10%	16%	26%	37%

Inflating Predicted Grades

- Universities ignore them- (Keele)
- Universities provide fewer offers to institutions that inflate their grades.
- Students receive higher offers that they are unable to achieve on results day.
- ALPS target grades as predictions- does not enable students who have not achieved well at GCSE to show progression in the Sixth Form.

How accurate are Langley Grammar School Predictions

Pass Grades	Pass Points
A*	60.00
A	50.00
B	40.00
C	30.00
D	20.00
E	10.00



A fine line between inflation and giving students 'the benefit of the doubt' on the evidence we have collected.

In summary last year.

We predicted an average point score across the subjects across the cohort of 45.1 points.

The actual average point score across the subjects across the cohort was 38.3 points

Our predictions were generous by 6.8 points,
10 points is a grade = just over two thirds of a grade.

Post 18 Pathway decisions

- Applying to University- full degree, foundation degree
- Applying for Higher Apprenticeships
- Applying for Degree Apprenticeships
- Gap Year- structured
- Careers advice and support limited to non-existent when they leave school.



Adjustment and Self Release

Adjustment- a 'real motivator'

If your son/ daughter has an offer in the UCAS cycle

Achieves better grades than this offer

Can phone around as many universities that have places in adjustment.

Self Release

If students decide they no longer want to go to their insurance choice.

Opt to self release on results day and opt to go through clearing.

What if they do not achieve their offers?



Clearing

- Track delivers the news early on results day.
- Clearing number
- Telegraph newspaper, UCAS website and university websites display vacancies.
(Superstar scheme KCL)

Applying the following year:

Is it worth it?

Resits and UCAS support we only have limited resources.

Making good use of their Gap Year.

Better to apply this year for something- opens doors.

What is happening?



- All those who underachieved in Year 1 have been interviewed and set work over the summer.
- Subject Assessments last week in most subjects
- Sixth Form Success Proformas
- Supervised Study Report
- Academic Mentoring
- Working after school
- Guidance/ support from subject teachers



Assessment Points



- WB 16 September- UCAS predicted grades issued
- Monday 23 Sept Early applications submitted.
- **Monday 30 September- Parent Teacher Consultation 1**
- WB 6 January- Y13 Practice Exams
- **WB 11 February- Parent Teacher Consultation 2**
- WB 30 March- Student Led Reviews
- WB 13 May- Public Examinations begin

Good attendance is key

- As close to 100% as possible
- Evidence shows poor attendance correlates to poor outcomes. All 4 students who underachieved in all 3 of their subjects attendance was a factor in all cases.
- Routine appointments outside school hours
- Applicant days/ interviews.



Attitude is key

- Getting Post 18 pathway applications in early
- Unremitting approach
- **Proactive with teachers**
- Completing additional work to tasks set by the teacher, which is shown to the teacher.
- Spreadsheet of past papers and their scores



Use distraction blocker apps
Self control or cold turkey

Seneca



Making progress at A2

Make it happen!

Use MyPLC website,
check your revision against these

ACTION NOT WORDS

Ask for advice from teachers in areas
of uncertainty and about how to achieve
the next grade up (within and outside
lessons as you go through the course)

Remember Year 2 is
HARDER than Year 1

Review lesson
content afterwards,
complete topic past paper
questions and read ahead
for the next

Look at commitments
outside school

Don't put things off

If there is an interest in your subjects why would working for them be an issue?

Universities want people who have a real interest in studying the subject and can show evidence of this.



Independent Learning

Commit to **at least**
30-40 hours per week of study
(typically 15-20 hours in lessons)

Take personal responsibility
for progress

All independent study periods
spent in the library or supervised area

Think about what
achieves an A*

Be organised to use
private study time at school
and at home productively

Make a study plan,
homework
completed during
independent study
periods at school.

Good grades
don't fall from the sky-
the need to work



Track your PLCs anywhere – on computer, mobile or
tablet

www.my-plc.co.uk

What is a PLC?

A **Personalised Learning Checklist** is a list of all the skills you will need to understand in your A-Level subjects. You rate yourselves on each skill, with red amber or green, depending on how confident you feel.

	A	B	C
		Teacher	Student
1	AS Business Unit 2 PLC		
2	Topic		
3	Finance: Budgets		
4	I can identify and define what a budget is	Green	Green
5	I am able to identify benefits and drawbacks of using budgets	Yellow	Green
6	I can calculate and understand favourable/ adverse variance	Green	Yellow
7	I am able to use variance analysis and how this informs decision making	Green	Yellow
8	Finance: Cash Flow		
9	I understand causes of cash flow problems	Yellow	Red
10	I can state at least four methods for improving cash flow within a business	Red	Red
11	Finance: measuring and increasing profit		
12	I can calculate and understand gross and net profit margins		
13	I understand and can calculate ROCE		
14	I understand the difference between cash and profit		
15	I have identified four methods of improving profitability and advantages/ disadvantages		

You may already use paper versions of PLCs, like a spreadsheet or a grid.

Online PLCs



You use the column on the right to rate yourself, and your teacher will see this rating.

Your teacher uses the column on the left, which you can also see.

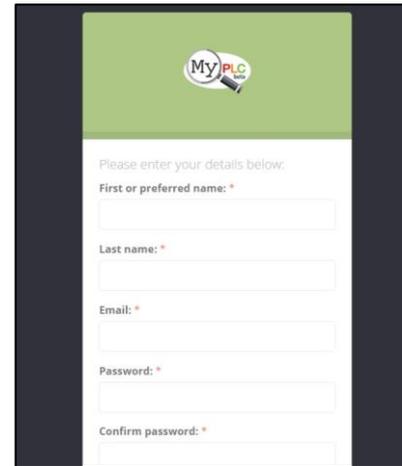
The screenshot shows the 'My PLC' app interface. At the top, there's a teal header with the 'My PLC' logo and a menu icon. Below the header, the user is identified as 'Student, Anne' and the course as 'Edexcel A Level Maths C1 PLC'. The main content area is titled 'Module C1' and '1. NUMBER AND ALGEBRA'. It features a table with two columns: 'Teacher' and 'Student'. The 'Teacher' column contains empty radio buttons, and the 'Student' column contains colored circles representing ratings: green for 'Know and use the rules of indices to find a value' and 'Know and use the rules of indices to simplify expressions', and red for 'Factorise harder quadratics'. All other rows have empty radio buttons in both columns. A 'Save' button is located on the right side of the interface.

	Teacher	Student
Know and use the rules of indices to find a value	<input type="radio"/>	<input checked="" type="radio"/>
Know and use the rules of indices to simplify expressions	<input type="radio"/>	<input checked="" type="radio"/>
Factorise harder quadratics	<input type="radio"/>	<input checked="" type="radio"/>
Simplify surds and rationalise denominators	<input type="radio"/>	<input type="radio"/>
Solve quadratic equations by factorising	<input type="radio"/>	<input type="radio"/>
Complete the square for quadratics and identify min/max value and corresponding x	<input type="radio"/>	<input type="radio"/>
Solve quadratic equations by completing the square	<input type="radio"/>	<input type="radio"/>
Know and use the Quadratic Discriminant	<input type="radio"/>	<input type="radio"/>
Solve simultaneous equations where one is linear and one is non-linear	<input type="radio"/>	<input type="radio"/>

How do I log in ●●●

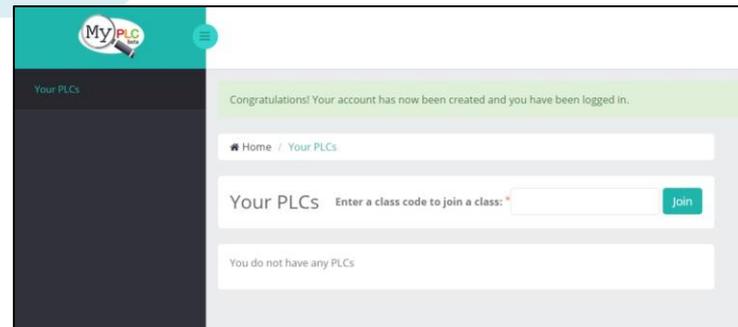
- 1) Go to www.my-plc.co.uk
- 2) Click “Register as a student”
- 3) Enter an email and a password –
You’ll get an email to confirm your account is set up.

4) When you first log in, you’ll see a box that says “Enter a class code”. Your teacher will give you a code – type it in here, and your PLCs will appear.



The registration form is titled "Please enter your details below:" and includes the following fields:

- First or preferred name: *
- Last name: *
- Email: *
- Password: *
- Confirm password: *



The user dashboard shows a confirmation message: "Congratulations! Your account has now been created and you have been logged in." Below this, there is a breadcrumb trail: "Home / Your PLCs". A section titled "Your PLCs" contains a form with the label "Enter a class code to join a class:" and a "Join" button. Below the form, it states "You do not have any PLCs".

Support from home



- Reinforce the messages about personal organisation and regular commitment of time to personal study
- Help to identify good times (and places) for study- is it best for them to be in their room?
- Support good working practices e.g. an hour's quality study followed by a ten minute break etc.
- Reinforce focused study, no distractions
- Ask them questions- have they asked their teachers how to reach the next grade? How many have they spoken to outside lessons this week.
- Have they started revision? That is their independent learning.
- What is the plan for UCAS applications? Apply 2020, Adjustment, Apply 2021, Higher Education Toolkit.

<http://www.ucas.com/how-it-all-works/undergraduate/results/better-than-expected>

How should they organize their time?

+

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1							
2				<u>Hwk</u>		10-12 Volunteering	10-12 Psychology
3	<u>Hwk</u>						
4			<u>Hwk</u>		<u>Hwk</u>	1-4 Chem	1-4 Maths
5							
3.15- 4.30	Transport home and relaxation time						
4.30- 5.30	Homework						
6.30- 7.30	Psychology	Maths	Chem	Bio	Psychology	6-8 Football	6-8 Chem
8.00- 9.00							

Class Charts for Year 13

- Teachers will use this software to post homework and cover work for students
- Or if students are asked to make up study deficit time after school on a Friday.
 - you will be notified on Class Charts
 - an email will be sent home
 - please acknowledge by emailing studydeficits@lgs.slough.sch.uk
- Subject teachers will continue to set their own study deficits.



What is 'Unifrog'?

A one-stop-shop for getting in.



APPRENTICESHIPS



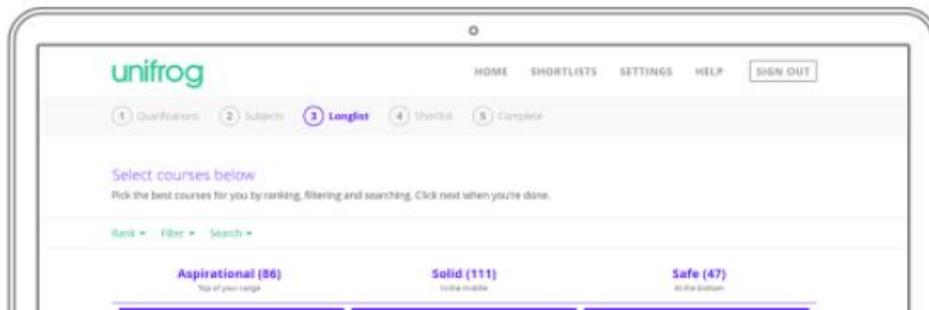
FURTHER EDUCATION



UNIVERSITY



+ LOTS MORE!



Opportunity searching

Unifrog brings into one place every university course, apprenticeship, and college course in the UK, as well as other opportunities, such as School Leaver Programmes,

Login Code- langleygrammarparents

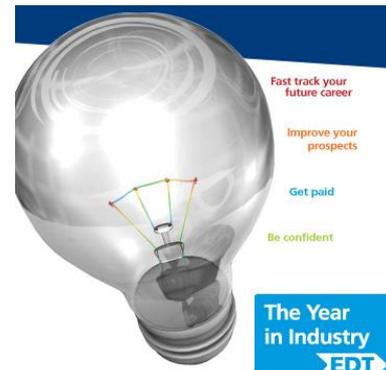
Post 18 options



- **University or another route?**



- **Gap year?**



Post 18 options



If applying to university:

1. balance between *aspiration* and *realism*



2. must take *predicted grades* into account



3. vital to include *sensible 'insurance' back-up option(s)*



To help your research



- Use resources in **Careers & Higher Education** section on the LGS website > from Main Menu, go to ‘Student Activities’ or ‘Sixth Form’
- Revisit **Life after Langley Grammar presentation on ‘Options at 18’** page:
 - Apply to University → Medical School, Oxbridge & Studying Abroad
 - Apprenticeships & School Leaver Schemes
 - Taking a gap year
- **New Resources for Parents** page
- **Make an appointment to see Ms Ray/ Mr Devani.**
- **‘Unifrog’- new destination search tool**

What is the UCAS Process



- Predicted Grades out now
- Students complete the UCAS form online and print a hard copy to submit to us. Date logged
- Process of writing the reference 3 weeks
- We show them the reference
- They wait to hear... offers, interviews...
- Select a firm and an insurance- April/May
- Student finance applied for by May 31 2019
- Results day confirm their option

Key elements to the UCAS Application Form

- Personal Statement- one-to-one support with their tutor
- Pathway students- have been fast-tracked.
- Predicted Grades- range of universities.
- Reference- subject reference which are collated by the tutor and then checked by an approver, read by the student before being sent to UCAS.



Key UCAS Submission Dates 2018/19

School

- Oxbridge, Medicine, Dentistry, Veterinary Science by **23 September**
- Other competitive courses (Russell Group universities) by **11 October**
- All other UCAS applications by **4 November**

UCAS

- Early Applicants 18.00pm Monday 15 October 2018
- Monday 15 January



Candidate Statement of Results

Season: June 2016

Name: Manan KAPILA

Candidate Number: 1076

UCL: 514110101076R

Series: (A)

Year: (13)

Reg Group: (C)

UUN: 15375227

Exam Results

Board	Level	Element Code	Title	Grd	Grd	Max	Raw	Per	Grd	Per
AGA	EDP2B	2993	Extended Project							
OCR	GCEA	2885	Mathematics (M)	A		100	50			50
OCR	GCEA	2885	Further Mathematics (M)	A		100	50			50
EDDLGC	GCEA	9E011	Economics	A		100	50			50
OCR	GCEASB	2885	Mathematics (M)	A		100	50			50
OCR	GCEASB	2894	Further Mathematics (M)							
OCR	GCEB	4754	Maths (M) Applications (A) & V Media							
OCR	GCEB	4758	Maths (M) Further (A) & V Media							
	GCEB	4759A	Maths (M) (Challenging) Equations							
	GCEB	4758	Maths (M) (Special 2)							
	GCEB	9E001	Economics 1							
	GCEB	9E004	Economics 4							

Summary and Questions