

—

Welcome!

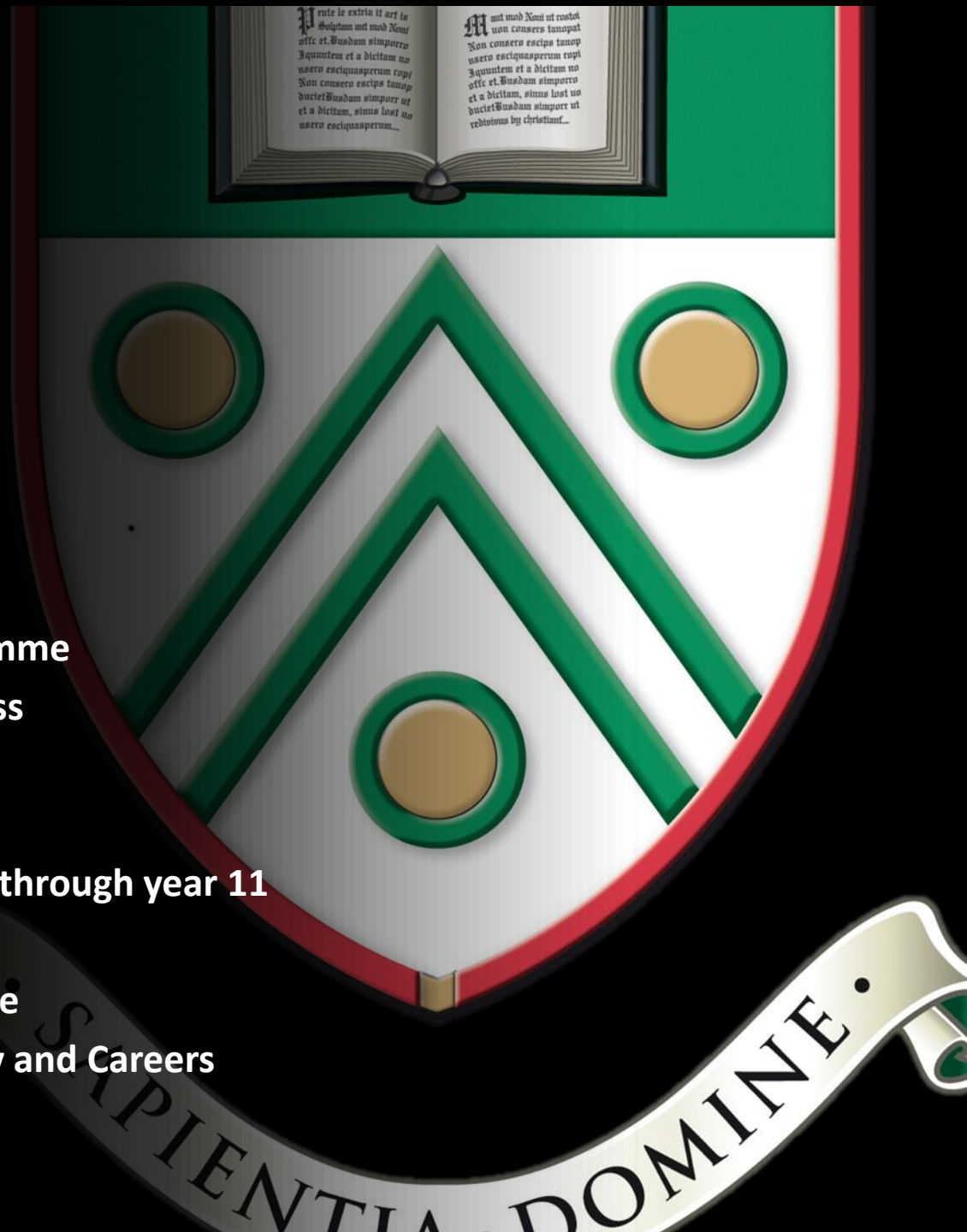
Year 11 Parents' briefing

26 September 2022



Programme

- The school ethos
- Examination results in 2022
- Changes to GCSEs in 2023
- The Raising Achievement programme
- Monitoring and reporting progress
- The importance of attendance
- The Year 11 curriculum
- Supporting your son or daughter through year 11
- Path to Success programme
- Phase ethos and tutor programme
- Looking ahead – Sixth Form entry and Careers
- Keeping in touch
- Summary





What are we trying to achieve?

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



**We want to support
our students to
become...**

*Confident
Well-rounded*

*Independent
Creative*

*Responsible
Caring*



Examination outcomes 2022



GCSE & A Level outcomes

Indicator		2019 <i>Exams</i>	2020 <i>CAGs</i>	2021 <i>TAGs</i>	2022 <i>Exams</i>
GCSE	Grade 9	20.0%	24.7%	23.1%	45.1%
GCSE	Grades 9-8	39.5%	52.9%	52.0%	68.6%
GCSE	Grades 9-7	64.0%	79.2%	77.7%	84.7%
A Level	A* grades	8.5%	20.1%	23.7	34.2%
A Level	A*/A grades	36.7%	57.4%	57.6%	70.4%
A Level	A*-B grades	67.3%	81.3%	79.4%	85.2%

Changes to GCSE examinations in 2023



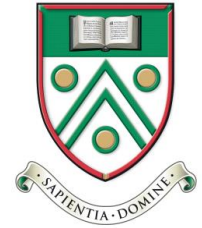
Summer 2023 Examinations

- *‘Our intention is to return to the carefully designed and well-established pre-pandemic assessment arrangements as quickly as possible.’*
- Ofqual announcement, May 2022



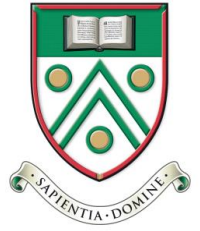
The Raising Achievement programme





The Raising Achievement Programme

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



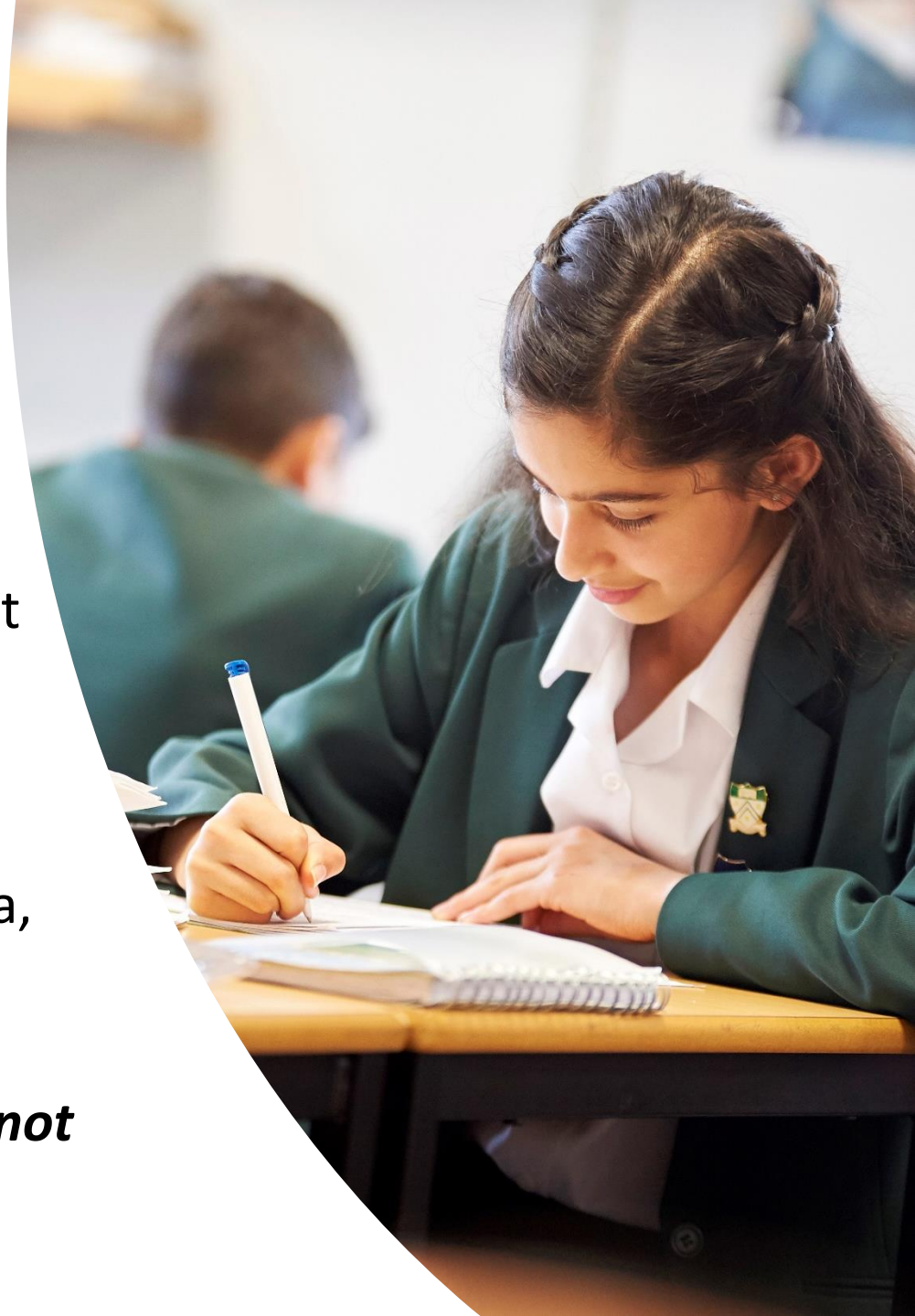
Intervention strategies

We use a range of tailored approaches including:

- Subject-led small group sessions
- Progress mentoring with Year 12 students
- Attitude to learning / homework reports
- Tutoring using 'Recovery premium funding'
- Assigning additional home learning activities to reinforce curriculum content
- Support from our Individual Needs Coordinator

Revision starts now...

- Students' own notes
- Resources on our Sharepoint
- Specifications useful as checklists
- Revision guides
- Online resources e.g. Seneca, GCSE Pod
- Past paper practice
- ***“Study leave” – a privilege not a right***



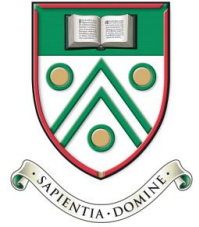
Monitoring and reporting progress



A2L – Attitude to learning

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

Graded 1 to 5 and reported to parents.



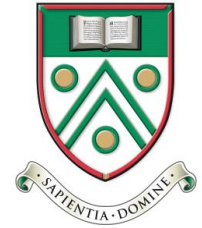
Outstanding (5)

- 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

Information in reports



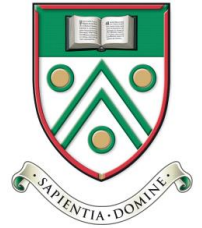
Parents will receive:

- Attitude to learning grade (5-1) for each subject
- Statement as to the grades attained by previous LGS students with similar prior attainment as your son/daughter
- Professionally predicted “laser” grades for all GCSE subjects, comprising of a number and a letter:
 - 7A strong grade 7 but could quickly improve to grade 8
 - 7B safe grade 7
 - 7C insecure grade 7.

The importance of attendance



The importance of attendance

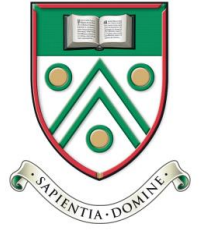


- A fall of attendance by 10% correlates with achieving an average of 1 grade lower at GCSE
- Students need to be in school to have the best chance of attaining well
- Leave of absence is only granted in exceptional circumstances

The year 11 curriculum



Curriculum variations in year 11

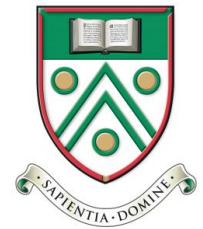


- Option subjects in year 11 gain an additional period a fortnight of teaching time
- Autumn half term 2 – assessment to inform suitability for Further Maths GCSE entry decision
- January – recommendations for combined science GCSE entries rather than separate sciences
- Spring term – tiers of entry decision for students in GCSE French and German

Supporting your son or daughter through year 11



GCSE English and Mathematics

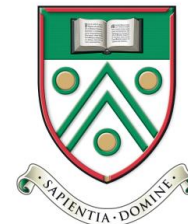


In this Section

Information Meetings/Events

Please refer to the parents information page on the school website for a voice-over Powerpoint presentation on how to support your son/daughter in these key subjects

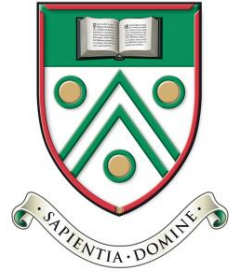
'Big picture' for the year



October	Path to success study skills workshop
November	Sixth Form open evening Thursday 17 th November Autumn Term report
December	GCSE practice examinations
January	Spring Term report with practice examination grades Parent-teacher consultation 26 January 2023
February	Sixth Form applications
March	Sixth Form interviews, finalisation of A-Level subject choices
April	Spring Term report
May	Public examinations begin (dates to be confirmed)
June	Examinations continue (dates to be confirmed)
July	Sixth Form transition day

Parents Evenings

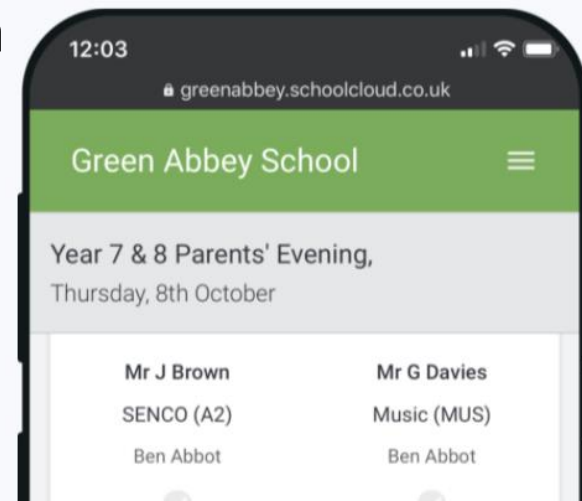
Parent Teacher Consultations (PTCs)



- SchoolCloud software helps organize face to face and virtual PTCs.
 - Sign up 3 weeks beforehand - (we'll send you the link)
 - Make appointments **2 weeks** before (for first 3 teachers)
 - Make all other appointments **1 week** before
- Virtual (video) appointments
 - Use a device with microphone & camera
 - Students cannot attend alone

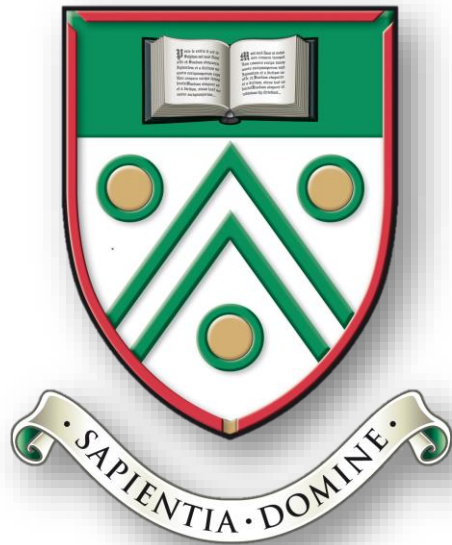


Parents' evenings, simplified



The Path to Success Programme





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.

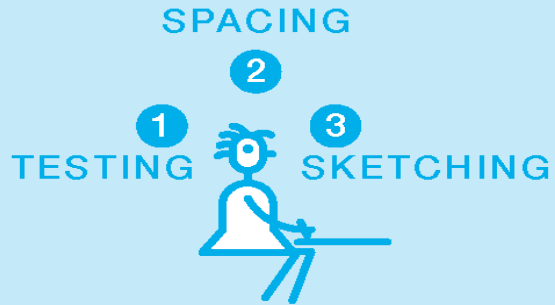
<http://www.learningscientists.org/>



2.3K



240



1

Spaced Practice



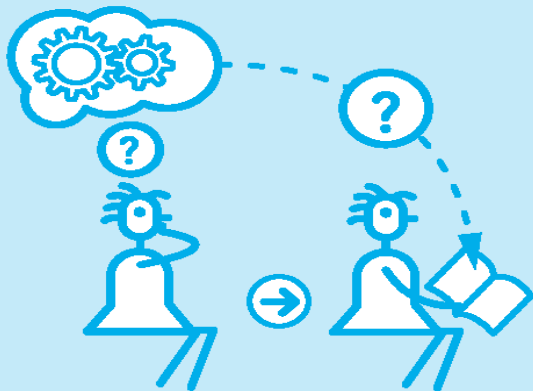
2

Interleaving



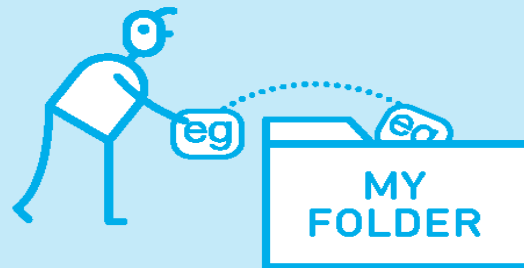
3

Retrieval Practice



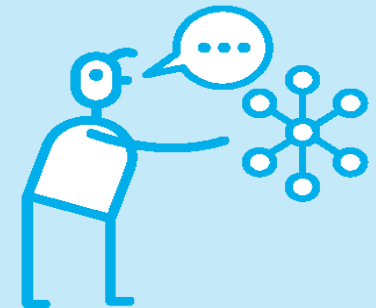
4

Elaboration



5

Concrete Examples



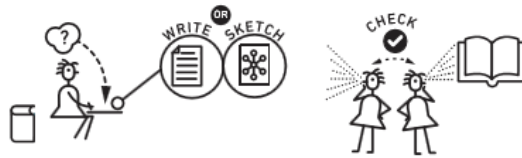
6

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.

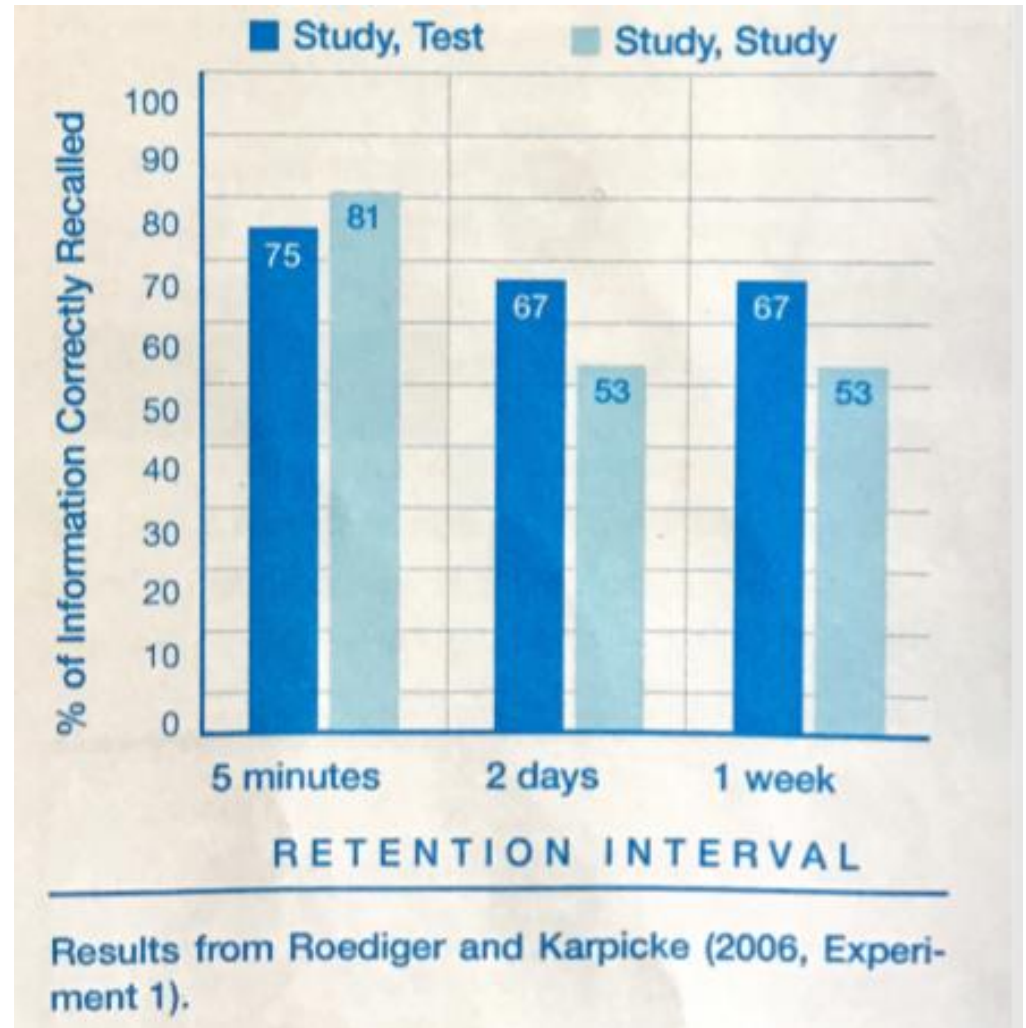
Retrieval Week – asked SL's to ask you to do a few minutes in your lesson.



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.



Implication: Interleaved Practice (Switching)

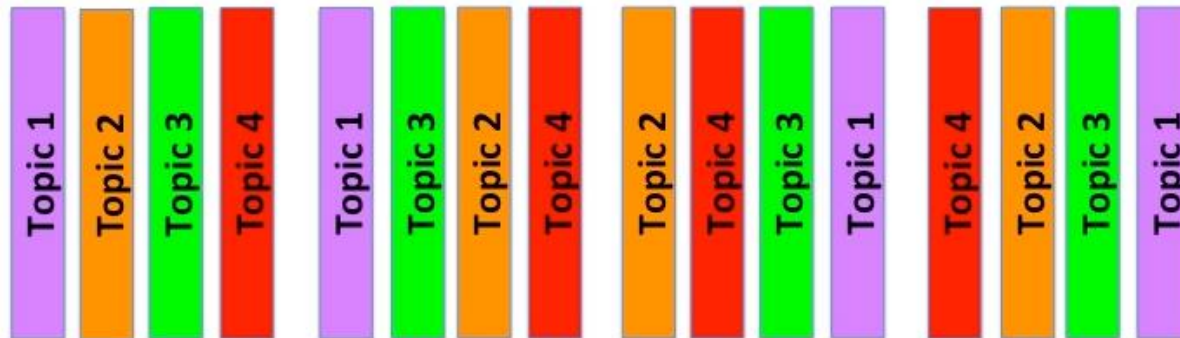
What?

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

Not:

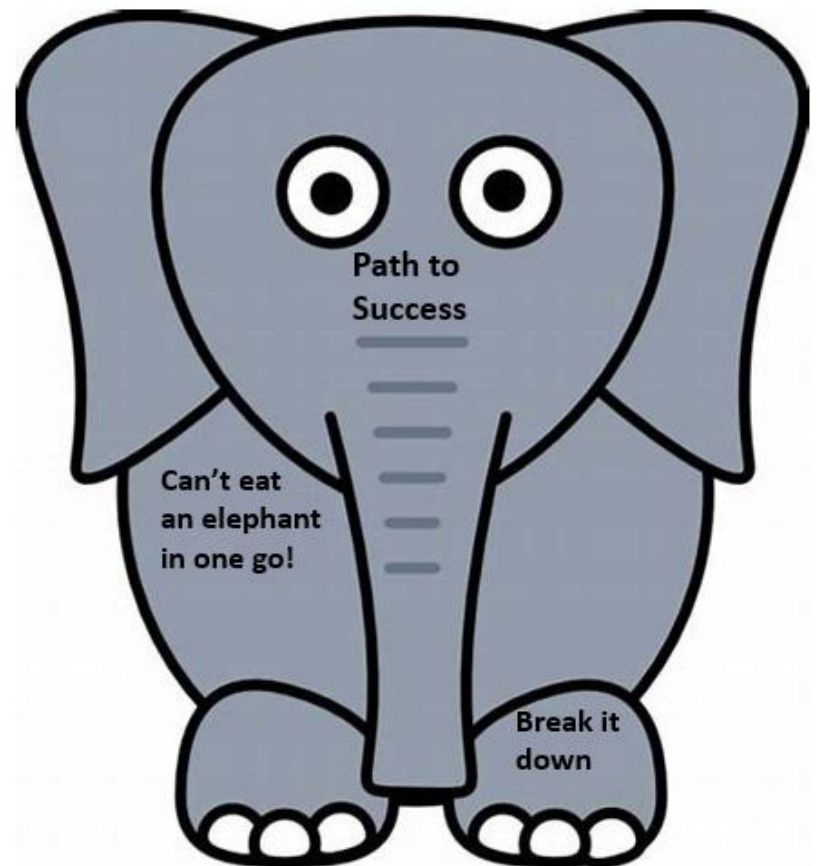
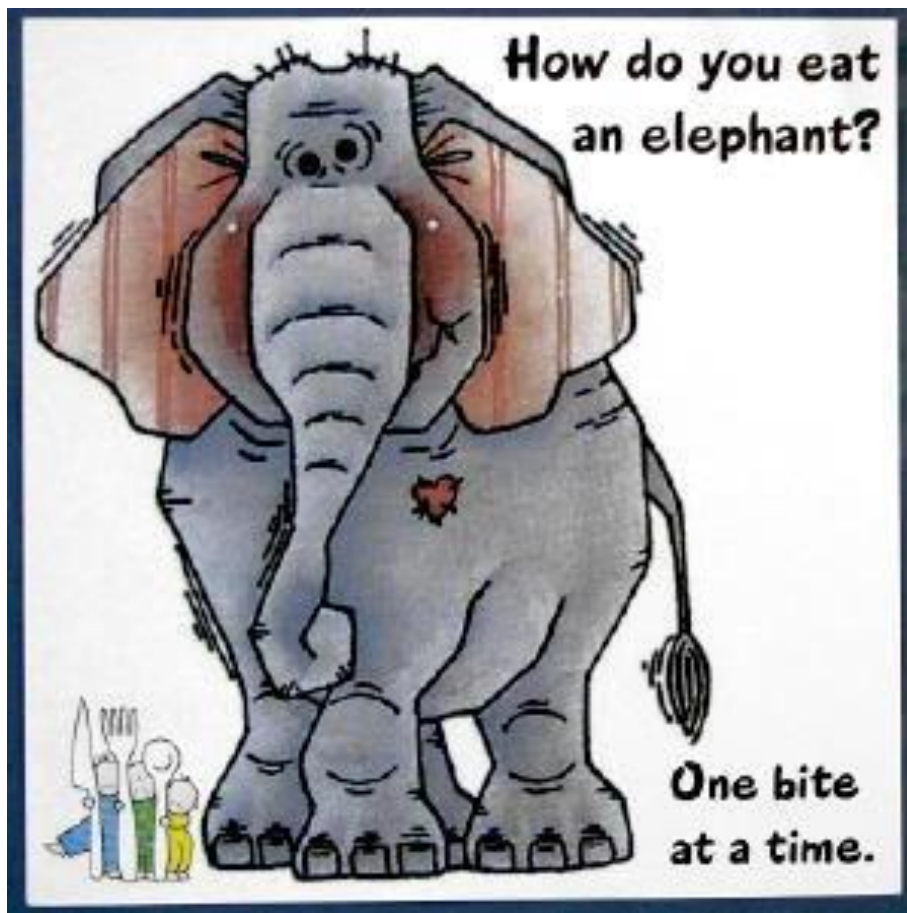


Rather:



Eating elephants

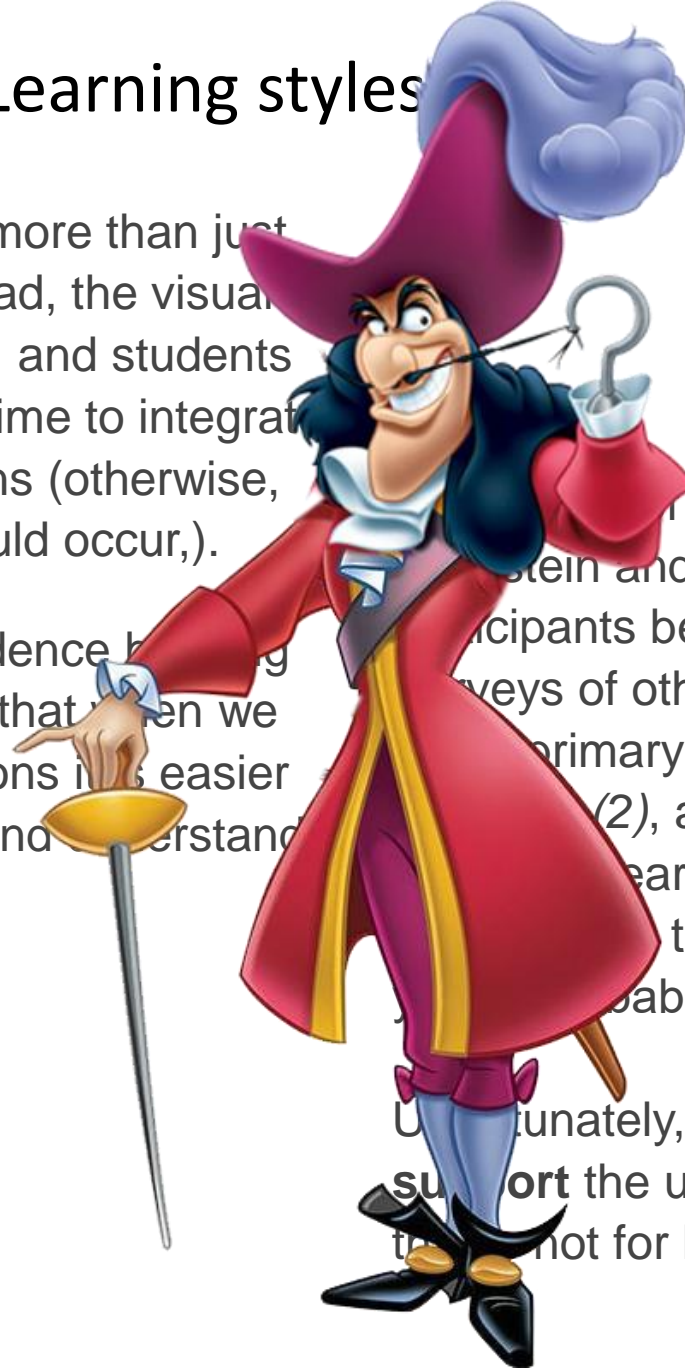
Breaking it down makes it seem less daunting



Dual Coding & Learning styles

Dual coding is about more than just adding pictures. Instead, the visual should be meaningful, and students should have enough time to integrate the two representations (otherwise, cognitive overload could occur,).

There is scientific evidence supporting dual coding, showing that when we combine representations it is easier for students to learn and understand the material.



For average Americans, Yana Stein and I found that 93% of participants believed in learning styles (1). Surveys of other groups have shown 93% for primary and secondary school (2), and 86% of college students believe in learning styles (3). All of this is to say that thinking about learning styles is probably not alone!

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

Engagement – I need a picture? I need a hook! - What motivates your son/daughter? Sit down...

"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



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



Managing iPad use

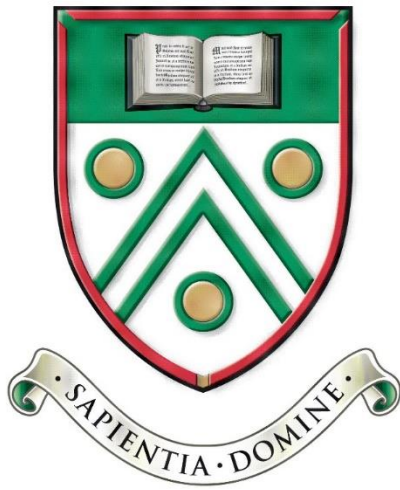
- Parents can download Jamf Parent App to manage iPad use out of school hours
- Guidance on our website

<https://www.lgs.slough.sch.uk/page/?title=Jamf+Parent+App&pid=336>



Our phase ethos





EXCELLENCE

CHOICE

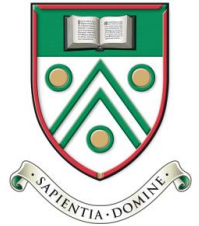


RESPONSIBILITY

Our form tutor programme



Tutor Time Programme

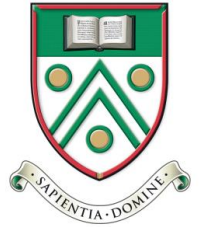


- Monday: ClassCharts/Target Review
- Tuesday: Prefect Activities
- Wednesday: Presentations
- Thursday: Assembly
- Friday: Tutor's led activity

Sixth Form entry requirements



Sixth Form entry requirements



- General entry requirement based on performance across **ALL** GCSE examinations taken at the school.
 - 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

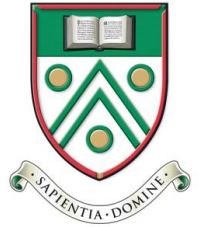


Specific entry requirements for subjects

A Level subject	Minimum GCSE requirement
Maths	Grade 7 Maths
Further Maths	Grade 8 Maths
Biology, Chemistry, Physics*	Grade 7 in Biology, Chemistry, Physics, <u>or</u> 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 English Language or Literature
Psychology	Grade 6 in English Language or Literature <u>and</u> a Science subject

These entry requirements are normally non-negotiable

Implications beyond Sixth Form

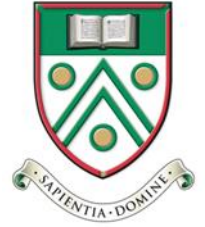


- *Number of 8 & 9 grades important for competitive courses*
 - *Oxford and Cambridge*
 - *Russell Group universities (most courses)*
 - *Medicine*
 - *Dentistry*
 - *Veterinary Science*

Careers guidance



Careers guidance in year 11



- Mock interview day – 5 October
- Individual 30 minute 1:1 interview for every student with our Careers Adviser.
- Sixth Form application process and individual interviews
- Business Insight Day on Focus Day
- Extended assembly on applying to Oxbridge and other top universities
- LGS Futures Bulletin

**Keeping in
touch**



Communication

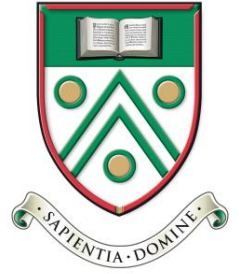
Your son/daughter.....

- Three key apps
 - SIMS Parent App
 - ClassCharts
 - SchoolCloud

Please make sure we have accurate up to date contact details including email

General news....

- Direct email to parents via SIMS InTouch
- Newsletter ***LGS Headlines***
- Website ***www.lgs.slough.sch.uk***
- Twitter feed ***@lgs_news***



Who to contact?

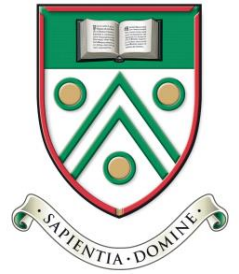
- Form tutor
- Student Support - *Mrs Viridi & Mrs Dosanjh*
- Phase Leaders – *Mr Pascall and Miss Du Preez*
- Senior Leadership Team - *Mr Harding (Deputy Head)*
- Safeguarding
 - Designated Safeguarding Lead – *Mrs Dobbs*
 - *Deputy DSL – Ms Power (Behaviour & Welfare Practitioner)*

Contact via **01753 598300** and school@lgs.slough.sch.uk

Summary



Summary – supporting your son/daughter in year 11



- Take an interest in their studies
- Encourage them to show excellent attitudes to learning in every subject.
- Help them to put into practice our 'Path to Success' programme for revision.
- Support them in striking a balance between study, pursuing other interests, exercise and rest.
- Help them think through what *they* want to do in Sixth Form and beyond and seek out relevant information to make informed choices.

—

Thank you for joining us

