



# Sale Grammar School

## Key Stage 4 Information Evening



Specialist Schools  
and Academies Trust  
EXCELLENCE AND DIVERSITY



INVESTOR IN PEOPLE



Foundation Grammar School

# Kirkland Rowell Survey School Self Evaluation

# THANK YOU



# Kirkland Rowell Survey

The parents gave an excellent overall performance score (83%), while among the parents whose children were not in their first year at the school 24% said the school had improved over the last year while only 3% thought that the school's performance was worse.

Of the parents of new pupils, only 8% felt that the school had not lived up to their expectations while 21% said the school was better than they had expected it to be.



# Kirkland Rowell Survey

The pupils gave an excellent overall performance score (78%), while among the pupils who had been attending the school for over a year, 48% said the school had improved over the last year while only 14% thought that the school's performance was worse.



# Kirkland Rowell Survey



## Executive Summary for Parents

- With regard to Academic subjects parents are most happy with the delivery of Religious Education, ICT and Chemistry.
- With regard to Non-Academic areas, parents are most happy with the delivery of School security, School facilities and Computer access.
- The parents are least happy with the delivery of General Studies, Skills for Life and Sociology \*.
- The parents are least happy with the delivery of Careers advice, Community spirit and Social health education.



# Kirkland Rowell Survey



## Executive Summary for Pupils

With regard to Academic criteria, the highest proportion of pupils who said they were making good progress was for Religious Education, Sociology and ICT.

With regard to Non-Academic areas, pupils awarded the highest scores for the delivery of School facilities, Choice of subjects and Computer access.

The pupils awarded the lowest scores for the delivery of Careers advice, Community spirit and Truancy control.



# Tonight's Information Pack

- Kirkland Rowell Summary
- Outline of the Evening
- List of useful websites to support the student
- Controlled Assessment information and provisional dates for Year 10
- Copies of the presentations this evening



Parental involvement can make an enormous difference – the difference between success and failure or between ‘D’ and ‘E’ passes and ‘A’s and ‘B’s.

(Julie Casey 2006)



“I don’t understand all this controlled assessment and modular exams – its completely different from when I was at school”

“She’s always got an excuse – I don’t know what to believe.”

“Surely he shouldn’t be going out again when he’s got exams coming up?”



# Challenges

- Examinations – Year 10 Modular Examinations

6 subjects in 2012

- Controlled Assessment

- Attendance

Please do not arrange holidays during KS4 – will not be authorised

Reference (Y11)



# GCSE

**How can a parent help?**

**“A students perspective”**





# Possible roles you might play...

- Attendance officer
- Partner with school and child
- Provider of tools and banker
- Study buddy
- Entertainments officer
- Sounding board and adviser
- Project manager
- Go – between
- Information provider



# Work Experience

- This will take place in the Summer of 2012
- More information will be available in October



# Part Time Work

- You cannot work before 7am or after 7pm on any day.
- During term time you can only work for two hours on weekdays and Sundays
- During term time you can only work for eight hours on a Saturday. (Five hours for 14 year olds)
- A maximum of 12 hours per week.
- Work permit required



All of tonight's Power point information will be available on the school website

The information will be passed onto students through assembly.

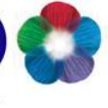
Questions at the end of the evening





# Sale Grammar School

## GCSE Controlled Assessment



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# What is Controlled Assessment

Most GCSE's now have Controlled Assessment. Controlled Assessment is similar to what used to be coursework.

However, Controlled Assessment is different from coursework by having control which determines how and where you complete your assessments and what resources you may use.

There are two subjects who do not have controlled time, RE and Psychology.



# What Control Means

- All students complete their assessments in the same way
- Assessments are fairer and more reliable
- You get the marks you deserve



# What and When

Students are provided with a list of Controlled Assessment instructions at the start of Year 10 and Year 11.

There will also be a timetable of proposed controlled time and examinations.

Use these lists in conjunction with the student planner to help keep you informed.



# Other Information

Extension study tasks will usually be revision, research or preparation activities.

Students will **NOT** be able to complete controlled assessments at home.

If a session is missed the student must speak to their teacher as soon as possible about a new session.



# Subject Specific Support

- Individual subjects will set intermittent deadlines to help the students keep on target.
- Individual subjects will employ various techniques to help the students stay organised.
- Support sessions will be organised for after school, Saturday mornings, holidays etc.



# Examples



# Year 11 Comments



- Make sure you are prepared for the controlled time session.
- It's easier than you think it will be. (Unless you think it is easy, in which case you are in for a surprise.)
- If a session is missed due to absence catch up as soon as possible.
- Take advice off the staff - they do know what they are talking about.
- Don't go to bed late the night before.



# Top Tips



- Continue to check the student planner weekly.
- ask your son/daughter to show you their preparation work and explain what they are doing.
- Help them to plan their time in the evening.
- Know your son/daughter's MEG (minimum expected grade) for each subject.
- Ask your son/daughter to give you regular updates on how well they are meeting/exceeding their MEG.



- Encourage 100% attendance.
- Back up any work completed on the computer at home.
- Know the time allowance and percentage value.
- If you have any questions ring school and ask to speak to the member of staff who teaches them.



# Technology



# Deadlines

- Students start the controlled project at the end of Year 10.
- They will have weekly extension study tasks set; research and revision tasks rather than completion of work.
- Deadlines are set at the end of the research section, ideas section, making section and then at the end of the project.



# Support Methods

Within Technology there are 5 subject areas and we offer a number of different strategies to help students make progress.







# Out of Hours Support

- After School
- Saturday Mornings
- Holiday Sessions





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## Support in Key Stage 4



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# Key Stage 4 Team

- Form Tutors
- Head of Progress and Learning  
**Miss J. Langford**
- Head of Key Stage 4  
**Mr S. Crane**
- Key Stage 4 Office, located at the back of the Learning Resource Centre



# Minimum Expected Grade (MEG)

- It is not a target
- A challenging baseline grade
- Creating an End of Key Stage grade
- Aspire to exceed



# Who uses MEGs?

- Subject teachers and departments consistently review pupil progress with respect to their individual MEGs
- Students receive their MEGs from subject teachers
- Parents are also informed of MEGs via the report.



# Celebrating Success

- September 2011 - New Hall system launched
- Students can be awarded the MVP for each lesson
- Golden Hall ticket and Superstar nomination.
- Create a community ethos with the hall system; competitions, charity work, etc.
- Learning Gateway



# Monitoring

## Academic

- School Planner
- Steps to success
- Exam results / assessment

## Behaviour

- SIMS / Conduct log
- School Planner



# Key Stage 4 Intervention

- Co-ordinate Study Support sessions – peer mentors
- Informal discussion with pupils
- Formal Interviews
- Target setting – letter home
- Monitoring card / Individual Action Plan / Pastoral support plan
- Intervention Practitioner – John Edgar



# Social and Emotional Support

- Twice daily contact with Form Tutor
- Head of Progress and Learning
- Key Stage Leader
  
- Weekly assemblies Year Group / Hall
- SFL curriculum



# Social and Emotional Support

- Peer mentoring
- School Nurse
- Intervention Practitioner – John Edgar
- Access to counsellors
  - 42<sup>nd</sup> Street
- Connexions – Mary O'Brien



**School / home  
collaboration is essential!**

