

Key Stage 4 Information Evening

Our Teaching & Learning strategy aims

- To have a clear learning journey
- For routines to be consistent and effective across all classrooms
- To hook the students in and make them curious and excited about their learning
- To develop students who can work independently and who are resilient.
- To empower students to know where they are at and what they need to do to move on.
- To ensure progress is made across time, for each and every individual



Fulfil 4

1. Do It Now:

You will be met at the door and greeted by your teacher.
Enter and sit down, put your bag on the floor and coat on your chair – get your equipment out ready to learn.
There will be an activity ready for you to start.

2. The Big Picture / Aim:

You will know your learning journey and what you are working towards over the next lesson / series of lessons.
You will know what skills and knowledge you will need for this area of study and how you are going to achieve them.

Astra

3. Getting involved:

We want everyone to enjoy learning and actively involved.
You be told what activities you will be undertaking each lesson / series of lessons.
How do you learn best? Are you working to the best of your ability 'Every Lesson, Every Day'?

4. Reflect & Improve:

You will be expected to regularly review your work.
Have you read it through, checked your spellings, made sure it is answering the questions?
Have you presented your work to a high quality?
Have you responded to teacher feedback?

The Astra Challenge

In each lesson there will be a selection of challenges for you to engage with. Once you have 'Fulfilled 4' you will be challenged to 'Ad Astra'.

For example:

- STAR1: Can you write a quiz to support the recall of the information you have learnt today?
- STAR2: Can you develop a greater understanding of two key words in this work?
- STAR3: Can you answer the exam questions?

Our strategy aims to ensure that no learning time is wasted.

Students have an activity to complete as soon as they arrive, a range of activities during, including extension activities.

Homework is set weekly on Go4schools and is embedded into the curriculum.

Supporting your child

- Understand level of course
- Know college requirements
- Be aware of workload
- Be aware of a variety of revision / work strategies



Types of qualification

- Level 3 courses are A levels and equivalent.
- Level 2 courses are equivalent to GCSEs.
- Taking level 3 courses in year 12 means 2 years at college (not 3).
- Taking level 3 courses enables progression to university.
- Taking level 3 courses increases your potential career earnings.



Types of level 3 course

- **AS and A2 level – academic, theory based**
 - Give access to university courses (honours degree)
 - A and AS levels are one of the main routes into higher education, but they're also useful if you want to go straight into a job, such as office administration or trainee accountancy.
- **Vocational – vocational, learning by doing**
 - Give access to university courses (foundation degree)
 - Vocational qualifications can help you:
 - get the skills you need to start a job
 - progress in your career
 - go on to further learning



Possible post-16 establishments

- Most of our students go to either **Reigate College** or **East Surrey College**
- Other post-16 providers may have different courses or entry requirements
- Some local or specialist providers are; St Bede's and Royal Alexandra and Albert in Redhill; Oxted School; NESCOL in Ewell; Croydon College in East Croydon; Collyers in Horsham; The BRIT School in Selhurst; ACM in Guildford; Merrist Wood in Guildford.



East Surrey College



your current qualifications/grades	types of courses you can progress on to	
5 BTEC National/Extended Diploma NVQ Level 3 Access to HE Courses A-Levels	<input type="radio"/> Foundation Degree <input type="radio"/> Degree <input type="radio"/> Diploma of Higher Education	<input type="radio"/> Degree Apprenticeship <input type="radio"/> Professional Qualifications
4 BTEC National/Extended Diploma NVQ Level 3 Access to HE Courses A-Levels	<input type="radio"/> Certificate of Higher Education <input type="radio"/> Higher National Diploma/ Certificate	<input type="radio"/> Higher Apprenticeship <input type="radio"/> Professional Qualifications <input type="radio"/> Level 4 Diploma
3 4 or 5 GCSEs Grade 9-4 (A*-C) NVQ Level 2 BTEC Level 2 Extended Certificate Intermediate Apprenticeship	<input type="radio"/> A-Level <input type="radio"/> Access to HE Courses <input type="radio"/> BTEC Extended Diploma <input type="radio"/> BTEC Subsidiary/90 Credit Diploma	<input type="radio"/> NCFE CACHE Level 3 Award/ Certificate/Diploma <input type="radio"/> Level 3 Diploma <input type="radio"/> Advanced Apprenticeship
2 4 GCSEs Grade 9-3 (A*-D) Functional Skills Foundation Level (Merit) NVQ Level 1 BTEC Level 1 Diploma (Merit)	<input type="radio"/> BTEC Level 2 Diploma <input type="radio"/> BTEC Level 2 Extended Certificate <input type="radio"/> NCFE CACHE Level 2 Diploma	<input type="radio"/> Level 2 Diploma <input type="radio"/> Intermediate Apprenticeship <input type="radio"/> GCSE English and Maths
1 GCSEs Grade 2 (E) / Functional Skills Employability/Work Skills Programmes Progression Awards Basic Skills Entry Level 3	<input type="radio"/> Foundation Level Courses <input type="radio"/> BTEC Level 1 Award/ Certificate/ Diploma	<input type="radio"/> Level 1 Diploma <input type="radio"/> Functional Skills English, Maths and IT
e No or few formal qualifications, or if you are looking to improve your basic skills	<input type="radio"/> Functional Skills English and Maths <input type="radio"/> Progression Award	<input type="radio"/> Skills for Working Life Programme <input type="radio"/> Vocational Studies <input type="radio"/> Life Skills Programmes



Reigate College entry requirements

reigate
college

GCSE Grade Profile	Recommended Study Programme
Mostly Grades 9 to 7	Three A Levels (or equivalent) in the first year, with the possibility of taking an additional fourth A Level over two years. Aspire Programme (including EPQ in the Upper Sixth)
Mostly Grades 7 to 6	Three A Levels (or equivalent) over two years. Aspire Programme (including EPQ in the Upper Sixth)
Mostly Grades 6 to 5	Three subjects including at least one or two A Level equivalent courses
Mostly Grades 5 to 4	Three subjects including two or three A Level equivalent courses
Mostly Grades 3	Intermediate Level 2 Programme (see left)



Implications for our students

- Offers will be made for the number of 4+ grades but courses will be allocated dependent on numbers of 6+ and GCSE average grades.
- Students can not concentrate only on post 16 options.
- One subject can make the difference.
- Available post 16 options will affect potential career choices.
- Some A-level courses require grade 6+ in specific GCSE subjects.
- These are available on their prospectus which can be downloaded from their website.



Key Stage 4 assessment

- In Summer of Year 10 and through Year 11, students are set a FFT20 Expected Goal.
- To ensure appropriate challenge and high expectations, this is the grade that would place students in the top 20% of similar students nationally.
- Students are given their FFT20 expected goal as National Curriculum (NC) grades. NC grades for GCSE subjects are 9-1, where 9 indicates the highest standard of attainment. Vocational subjects are graded by level and criteria – pass, merit, distinction.
- The categories reported in Key Stage 4 Interim reports are;
1) Baseline target – Target grades (or levels) at the end of KS4 are generated from a student's CATs baseline data. Fischer Family Trust use this benchmarking data to estimate a student's end of Key Stage 4 grade in each subject.



2) Progress Towards FFT20 target

– this is a teacher assessed statement comparing the student’s holistic work to their FFT20 target grade using the terms - Working Above, Working At, Working Towards or Requires Intervention.

Descriptor	Definition
Working above	The student is currently working above their FFT20 target grade
Working at	The student is currently working in line with their FFT20 target grade
Working towards	This student is currently working slightly below their FFT20 target grade and needs to act upon advice and guidance from their teachers to develop their understanding in key topics.
Requires Intervention	This student is currently working well below their FFT20 target grade and needs to follow guidance from their teachers to develop their knowledge and understanding in identified areas of the curriculum or they risk not reaching their target.

3) Attitude to learning – this is a holistic teacher assessed statement summarising the student learning behaviours.

Attitude to Learning	
Star Learner	As per Motivated Learner but also including: <ul style="list-style-type: none">• Leads learning in the classroom• Works independently both inside and outside of the classroom• Curious and demonstrating a real interest in learning about new ideas and topics.• Seeks own solutions to problems and misunderstandings.• Completes homework to an exceptionally high standard, often researching beyond or completing the Ad Astra Challenge
Motivated Learner	<ul style="list-style-type: none">• Active interest in learning and acquiring new skills and knowledge• Learns from own setbacks and demonstrates resilience.• Reviews own progress and acts on feedback to improve work• Seeks help when needed in order to improve their understanding.• Listens carefully to absorb new knowledge and instructions.• Completes homework to a good standard to support and consolidate learning, occasionally completing the Ad Astra challenge
Reluctant Learner	<ul style="list-style-type: none">• Can avoid challenging tasks• Requires supervision to attempt tasks• Can be off task and distracted.• Work is often incomplete or not at the level of their Astra Target Band• Does not attempt to act on feedback.• Does not complete homework to support learning



Information to Colleges

- FFT20 goal is the grade to put on the College Application form.



Course	FFT20 Expected Goal	Progress Statement
English Language	4-	Working Towards
English Literature	4	Working At
Maths	4	Working Towards
Biology	5-	Requires Intervention

- The progress statement shows how close the student is to achieve that goal.
- **Working at and towards** means that the student is likely to achieve it.
- **Working above** means the student is likely to exceed the goal.
- Requires Intervention means that, currently, the student is at risk of not achieving the goal. Subject teachers will be working with the student to improve their understanding and progress in these subjects.



Year 10 assessment

- Progress is based on how the student is performing in each subject, compared to an estimated progress trajectory towards their Astra Expected Band.
- Students are given progress statements “Working Above, Working At, Working Towards or Requires Intervention”
- An Attitude to learning Statement is also provided in the interim report (Star learner, motivated learner, Reluctant learner).

Descriptor	Definition
Working above	If the student continues to work at the same level, they are likely to exceed their current ASTRA Expected Range
Working at	If this student continues to work at the same level, they are likely to achieve in line with their ASTRA Expected Range.
Working towards	In order to reach their ASTRA Expected Range, this student needs to act upon advice and guidance from their teachers to develop their understanding in key topics.
Requires Intervention	This student needs to follow guidance from their teachers to develop their knowledge and understanding in identified areas of the curriculum or they risk not reaching their ASTRA Expected Range.

A	Accelerating
S	Soaring
T	Tuning
R	Rising
A	Acquiring

- Astra Expected Bands provide a range of grades within which each student is expected to achieve in line with the top 20% of students nationally.
- To encourage the belief that there are no limits to learning, students who consistently produce assessed work at a standard above their Astra Expected Band, may have it changed to a higher expectation.
- Students who are assessed as having specific learning needs may have their band changed to a lower expectation.



Achieving success

Pupils who do well:

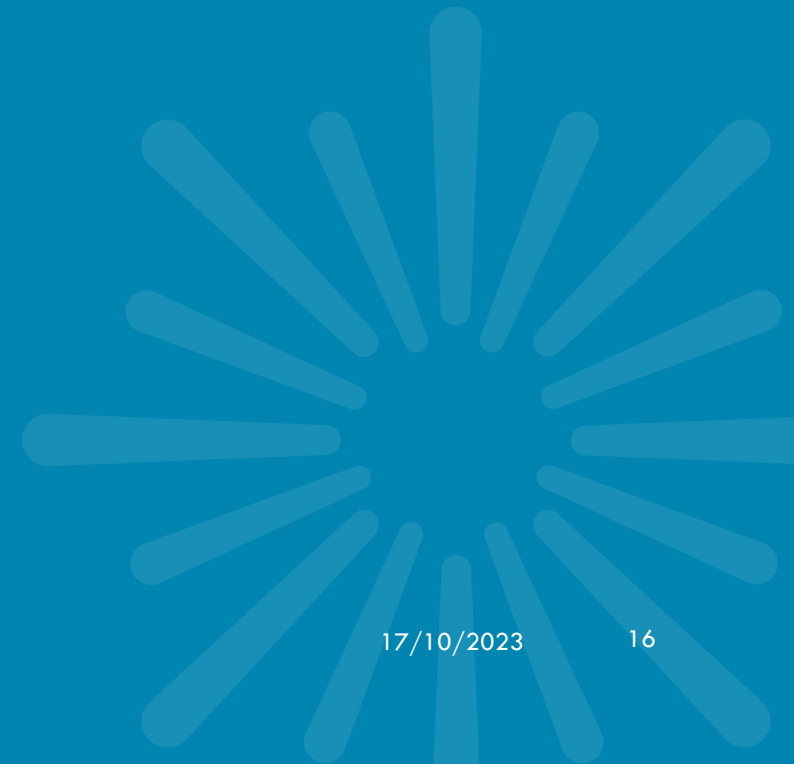
1. Are self motivated
2. Develop resilience
3. Are organised
4. Are independent workers
5. Plan their time over a long period
6. Understand the exam requirements
7. Plan and carry out revision
8. Perfect exam technique



What can a parent / carer do?

The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. The scale of the impact is evident across all social classes and all ethnic groups.

1. Home - school link
2. Mediator with school
3. Provide a suitable working environment
4. Provide equipment
5. Pay for materials that will help them succeed



6. Support study by:
 - A) Talk to your sons and daughters about work
 - B) Look at their Record Book
 - C) Check marking and feedback from teachers
 - D) Test them on work they have done
 - E) Help them find past exam papers on the internet
 - F) Help with time management and breaking down tasks
7. Arrange activities that are enjoyable and educational
8. Agreeing and monitoring revision and homework rules
9. Analyse and discuss school reports
10. Challenge teachers, school, governors, yourselves, if your child is underperforming



Week A



Monday 13 November	Tuesday 14 November	Wednesday 15 November	Thursday 16 November	Friday 17 November
		08:30 Spanish: Listening 35m Foundation 45m Higher	08:30 History Paper 1 Medicine Through Time 1hr 15	08:30 Music 1hr
Break 10.05				
10:35 Acting assessment lesson	10:35 Year 10 Religious Studies 1hr 45	10:35 Maths Paper 1 Non-Calculator 1hr 30	10:35 Biology Combined: 1hr 10 Triple: 1hr 45	10:35 English Literature Paper 2 Walking Talking – paper 1 2h15m
Lunch 13.00				
13:35 Engineering Unit 3 1hr 30 Psychology 1hr 30		13:35 French Reading 45m Foundation 1hr Higher	13:35 Spanish Reading and writing 45m Foundation 1hr Higher	13:35 Sport 1hr 15



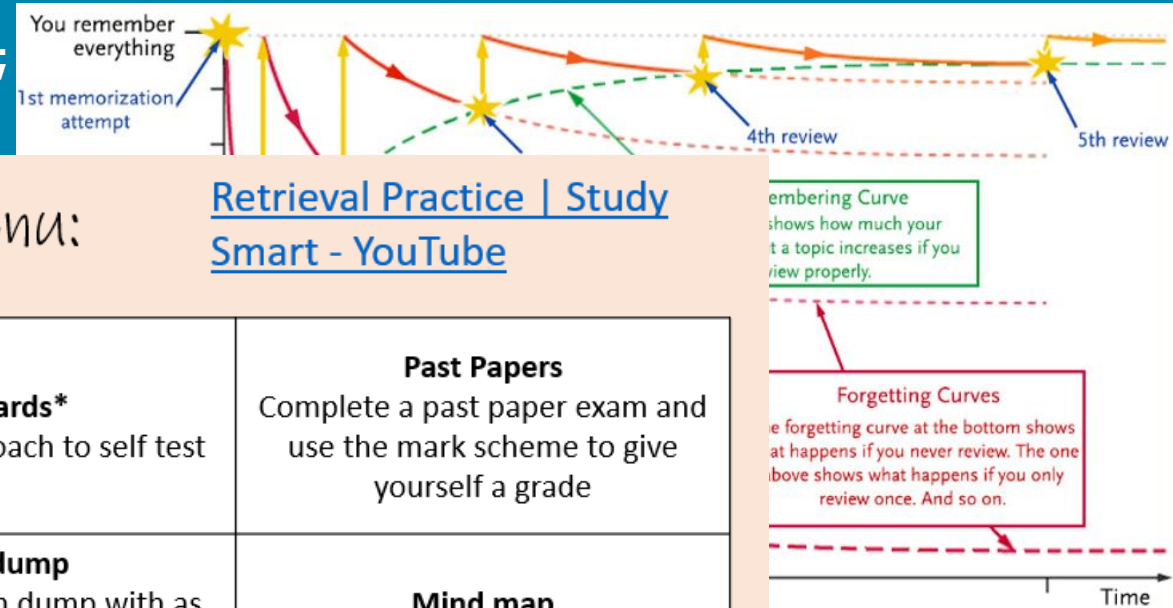
Week B

Monday 20 November	Tuesday 21 November	Wednesday 22 November	Thursday 23 November	Friday 24 November
<p>08:30 French: Listening 35m Foundation 45m Higher</p>	<p>08:30 Maths Paper 2 Calculator 1hr 30</p>	<p>08:30 Geography paper 1 Global geographical issues 1hr 30</p>	<p>08:30 Business 1hr 30</p>	<p>08:30 Maths Paper 3 Calculator 1hr 30</p>
Break 10.05	Extended break	Extended break	Extended break	
<p>10:35 Acting assessment lesson Astronomy 1hr 30 Economics 1hr 30 Computing 1hr 30</p>	<p>10:35 English Literature – Paper 2 2h15m</p>	<p>10:35 Physics Combined: 1hr 10 Triple: 1hr 45</p>	<p>10:35 History Early Elizabethan England and The American West 1hr45mins</p>	
Lunch 13.00				
<p>13:35 Chemistry Combined: 1hr 10 Triple: 1hr 45</p>	<p>13:35 Acting assessment lesson Hospitality & Catering 1hr 20</p>	<p>08:30 French Writing 1hr 5m Foundation 1hr 20m Higher</p>	<p>08:30 Spanish Writing 1hr 5m Foundation 1hr 20m Higher</p>	



In school preparation

- ✓ Students will have exam specific lessons in:
- ✓ Revision techniques and the importance of revision to include;
- ✓ Planning
- ✓ Online revision
- ✓ Offline revision
- ✓ Managing stress



Retrieval practice revision menu:

[Retrieval Practice | Study Smart - YouTube](#)

<p>Self test</p> <p>Use your notes/textbook to create a quiz and test yourself</p>	<p>Flashcards*</p> <p>Use a Q&A approach to self test</p>	<p>Past Papers</p> <p>Complete a past paper exam and use the mark scheme to give yourself a grade</p>
<p>Revision clock</p> <p>Break down the topic into 12 sections and complete a revision clock</p>	<p>Brain dump</p> <p>Complete a brain dump with as much information as you can recall and then check your notes to see what you missed</p>	<p>Mind map</p> <p>Create a mind map from memory, then check, review and add to it</p>
<p>Infographic</p> <p>Create an infographic with notes and sketches from memory</p>	<p>Summarise</p> <p>Write an overview of the key topics from memory and then refer back to your notes</p>	<p>Retrieve, record & review!</p> <p>Record yourself retrieving as much information as possible, verbally, then listen back and review</p>



In school preparation

1. Planning

- Plan by session (about half an hour a time)
- Plan subjects for revision
- Plan topics to revise (your weakest)
- Set up a working area
- Carry out your plan

www.getrevising.co.uk

Study Planner

Manage your exams ✕

All your exam information is stored in here

Add a new commitment

Add a new deadline

Edit classes

This week ◀ 28

See earlier ▲

	Mon 28th	Tue 1st	Wed
08:00 - 09:00			
09:00 - 10:00	GCSE Mathematics ★	GCSE English ★	GCSE Chemistry



Five step study plan ...



1. Create a list - what do you need to know?



2. Timetable a spaced schedule.



3. Use effective & evidence informed study strategies.



4. Identify the gaps in your knowledge.



5. Close the gaps. Refer back to step 3.



Online revision

1. Useful websites

www.gcsepod.com

www.aqa.org.uk

[Pearson qualifications | Edexcel, BTEC, LCCI and EDI | Pearson qualifications \(EDEXCEL](http://www.pearson.com/qualifications)

<http://www.bbc.co.uk/schools/gcsebitesize/>

[www.Tassomai.com](http://www.tassomai.com) (English maths and science)

a) GCSEpod

- A full set of revision audiopods, with question banks

- [GCSEPod Student Site Tour - YouTube](#)

Exclusive Parent Webinars

Join a GCSEPod webinar and find out how you can use GCSEPod to support your child's learning plus get tips and guidance on effective home learning practices.

BOOK FOR 4TH MAY @ 5PM

BOOK FOR 18TH MAY @ 5PM

BOOK FOR 1ST JUN @ 5PM


BOOK FOR 15TH JUN @ 5PM



Online revision

- b) AQA and Pearson
 - ✓ Can access past paper and mark schemes
 - ✓ Can access advance information
 - ✓ Can access subject specifications
 - ✓ Can access other support materials

- c) BBC bitesize
 - ✓ Revision and quick tests for GCSE subjects
 - ✓ Register to personalise subjects
 - ✓ And to get feedback






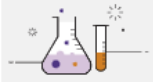
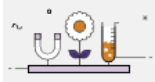




















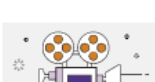







Maximise your science revision time
Answer 20 questions and we'll suggest what to study

[Get started](#)

- d) Tassomai
 - ✓ Multiple choice questions in science, maths and English
 - ✓ Helps memory recall for key facts

All GCSE subjects

These subjects may contain both Guides for students and Classroom videos for use by teachers.

 Art and Design	 Biology (Single Science)	 Business	 Chemistry (Single Science)	 Combined Science	 Computer Science
 Design and Technology	 Digital Technology (CCEA)	 Drama	 English Language	 English Literature	 French
 Geography	 German	 History	 Home Economics: Food and Nutrition (CCEA)	 Hospitality (CCEA)	 ICT
 Irish – Learners (CCEA)	 Journalism (CCEA)	 Learning for Life and Work (CCEA)	 Maths	 Maths Numeracy (WJEC)	 Media Studies
 Modern Foreign Languages	 Moving Image Arts (CCEA)	 Music	 Physical Education	 Physics (Single Science)	 Religious Studies
 Science	 Spanish	 Welsh Second Language (WJEC)			



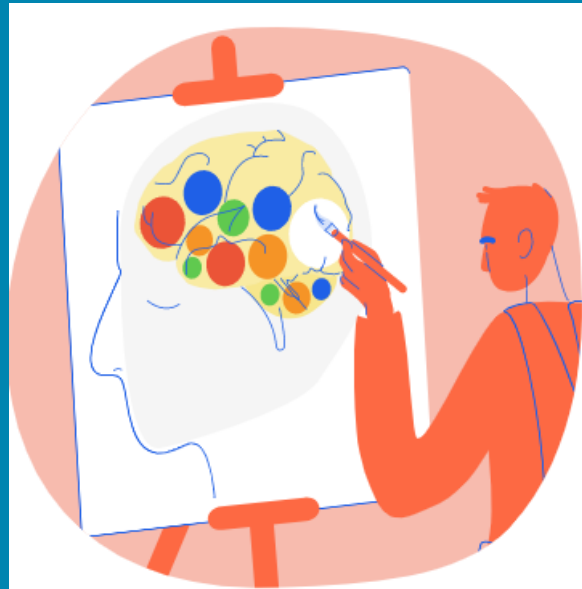
Online revision

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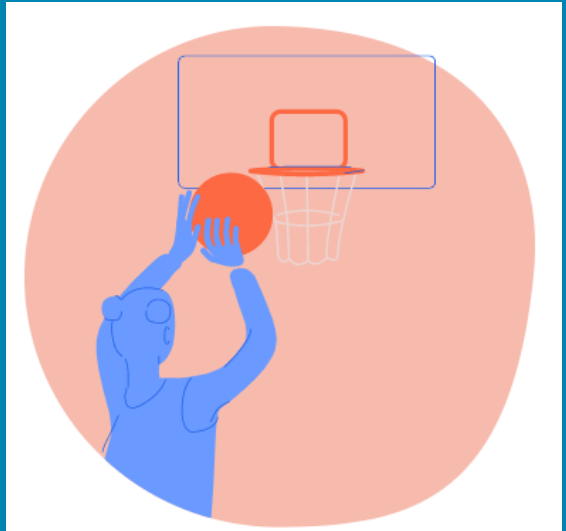
Tassomai helps facilitate learning through regular personalised micro-quizzing.



Tassomai intelligently adapts to each learner, setting the right questions in the perfect mix for every quiz.



Learners should aim to consistently complete their Daily Goal for each subject - we recommend 4 times a week.



It's important to pay attention to accuracy. Taking time to answer questions correctly will result in much faster progress through the course.



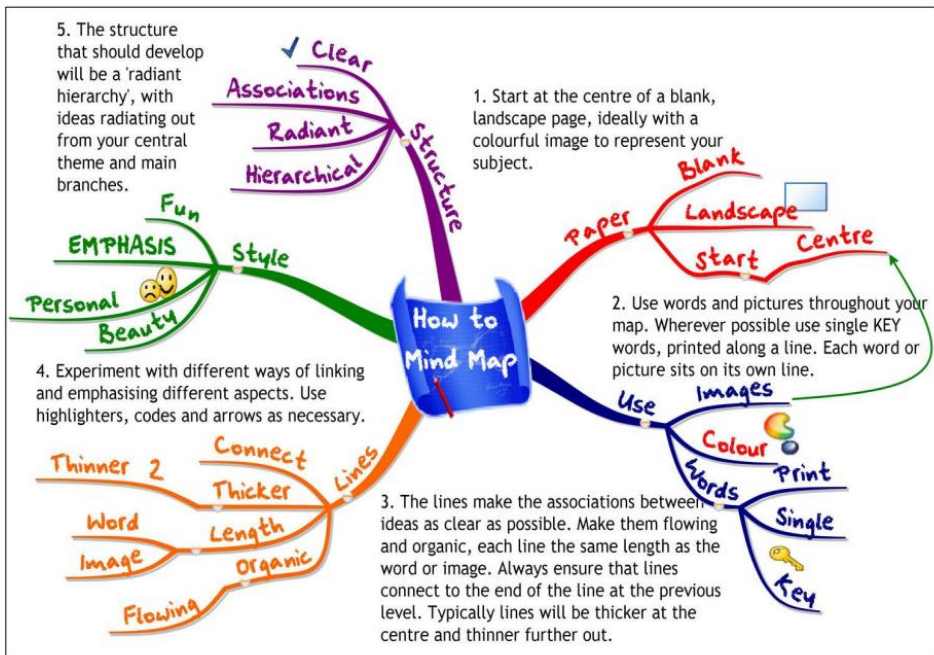
Offline revision

- 3 simple techniques – adaptable for a number of subjects

Revision Guidance - Carrington School

- Effective note taking (including flash cards)
- Mind maps
- Mnemonics

Yr.11: Revision Skill Focus of the Week



Yr.11: Revision Skill Focus of the Week

RULE 1: MAKE YOUR OWN FLASHCARDS

This is the most important part of the learning process:



RULE 2: MIX PICTURES & WORDS – IT WILL INCREASE YOUR BRAIN'S ABILITY TO RECALL



Flashcards

a card containing a small amount of information to help aid active recall

RULE 4: FOCUS ONE FLASHCARD ON ONE ASPECT OF THE TOPIC = YOU WILL HAVE A COLLECTION OF FLASHCARDS FOR EACH TOPIC.

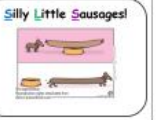


RULE 3: USE MNEMONIC DEVICES TO CREATE MENTAL CONNECTIONS

Power and Conflict Poetry:
Compare HOW the poets do 'X'.

HOW = techniques/strategies poets use:

- SITUATION
- LANGUAGE
- STRUCTURE



Yr.11: Revision Skill Focus of the Week

Similar Traits Technique:

Two words you would like to remember and link in your mind:

RICHMOND - VIRGINIA
Find things they have in common (e.g., second letter "I"; eight letters)
Find smaller words within the words:
RICH MAN - VIRGINIA

Make up a sentence or short visual/story:

"The rich man drinks gin and lives in Virginia"

Peg Systems

- Uses something you know (and won't forget) to "hang" new information on;
- Pairs old information with new information in a visual format;
- Good for remembering items in order;
- Common pegs: the alphabet; numbers; furniture in your house

Mnemonics

A pattern of letters, ideas, or associations which assists in remembering something.

Forming Sentences with First Letters

In this technique, which most students have learned in school, the first letters of a list of words that need to be remembered are taken out to form a silly sentence or another word that is easy to remember.

For example, if one is trying to remember the planets of the solar system:

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto

Take the letters M, V, E, M, J, S, U, N and P and form a sentence:

"My very extravagant mother just sent us nine pizzas"

The Link & Story Method

Works by making associations between items in a list, linking them in a story, or a flowing image.

The counties of England: Avon, Dorset, Somerset, Cornwall, Devon, Gloucestershire, Hampshire, Surrey.

- An AVON (Avon) lady knocking on a heavy oak DOOR (Dorset)
- The DOOR opening to show a beautiful SUMMER landscape with a SETTING sun (Somerset)
- The setting sun shines down onto a field of CORN (Cornwall)
- The WILTING stalks slowly droop onto the tail of the sleeping DEVIL (Devon)
- On the DEVIL's horn a woman has impaled a GLOSY (Gloucestershire) HAM (Hampshire) when she hit him over the head with it
- Now the Devil feels so RRY (Surrey) he bothered her.

Note that there need not be any reason or underlying plot to the sequence of images; only the images and the links between them are important.


















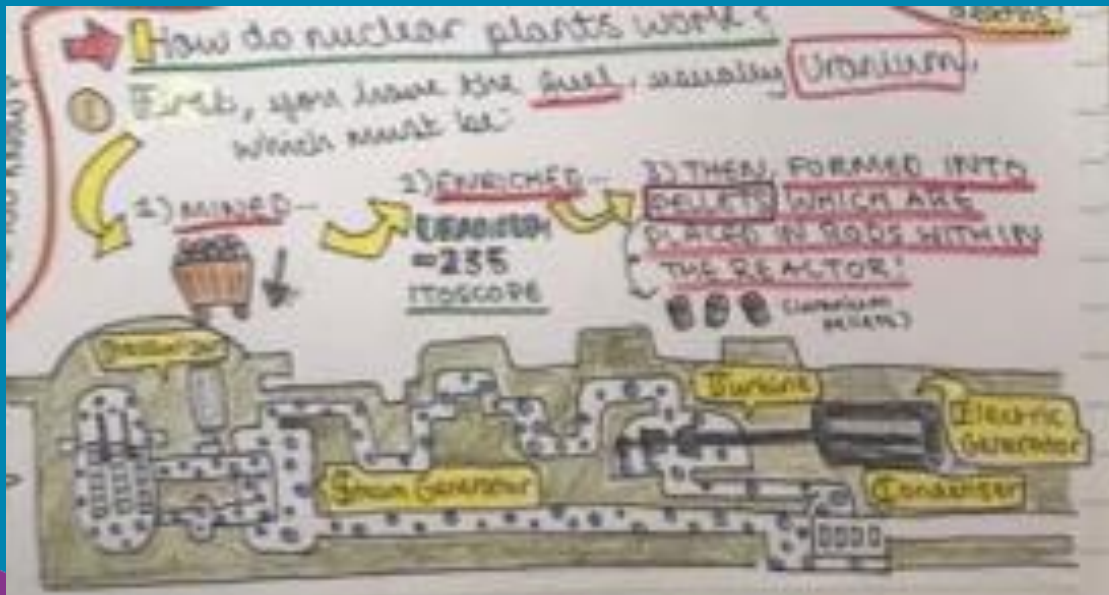
Offline revision

□ 2 further simple techniques – adaptable for a number of subjects [Revision Guidance - Carrington School](#)

4. Interleaving

5. Dual coding

Monday	Tuesday	Wednesday	Thursday	Friday
				
				
				



Revision structure

- Set an aim for each session
- Set a time for each session
- Break each topic into chunks
- Produce notes or mind maps containing key ideas
- Test yourself
- Have a way to check progress
- Revisit revision



Active revision

- Mind maps on large paper
- Display pictures and posters around the house
- Display revision prompts around the house
- Record revision and play it another time
- Highlighting (some individual subjects have individual highlighting tips)
- Listen to podcasts – GCSE Pod
- Use apps and video clips
- Read then test yourself
- Verbalise what you have learnt
- Ask someone to quiz you



Revision techniques

Learn the
keywords or
spellings

Look – Cover-
Write – Check

Complete online
quizzes e.g. BBC
bitesize of
GCSEpod

Practice each
question style

Watch youtube
clips from
teachers
explaining topics
or exam content

Make revision
cards

Complete a
personalised
learning check –
what do they
already know?
What do they
need to go back
over?

Read through a
knowledge
organiser for
topics

Work through a
revision guide



Science:

There is a large amount of content and vocabulary.

Home work consists of 3 parts:

- a) Exam questions – students should look up the content if cannot answer immediately and seek help from teachers if needed.
- b) Completing 4 daily goals a week using our on-line learning app “Tassomai”
- c) Read through work from the week and consolidate their learning using one or more of the methods below:
 - making revision cards
 - reading through content in revision guides and completing workbook questions
 - watching video clips on GCSEPOD or You tube (ensure search incl. Edexcel GCSE)

To sum up Successful Students have :

- A full set of notes
- A revision timetable & checklists
- Identify successful work strategies
- A range of resources
- Independent learning skills
- Parents who encourage them!



Our expectations after Half term

- High levels of attendance
- Correct school uniform
- Positive engagement with PD and Mentoring sessions.
- Positive 'can do' attitude towards school work.



Thank you for your time

We will take a short time for questions, any personalised questions can be directed to the relevant year leaders below

Year 10

Mr Wren – dwren@carringtonschool.org

Year 11

Mrs Davis – sdavis@carringtonschool.org

Key Stage 4 generally

Mr Rolt - srold@carringtonschool.org

Mr Lockhart – mlockhart@carringtonschool.org

