GCSE Information Evening

September 2019
GCSE Results 2019

- Impressive & huge improvement
- Majority of subjects achieved above the national average
- 40+ Grade 9s
- Just under 30 students achieved at least 5 GCSEs graded 9-7
- Progress 8 score (provisional) = +0.01

But............ we are relentless in ensuring we provide each Year 11 with the very best experience and education
<table>
<thead>
<tr>
<th>New grading structure</th>
<th>Current grading structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A*</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>E</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>2</td>
<td>G</td>
</tr>
<tr>
<td>1</td>
<td>U</td>
</tr>
<tr>
<td>U</td>
<td>U</td>
</tr>
</tbody>
</table>
What did we do that made a difference?

- Persistent focus on what happens in the classroom
- Rigorous checking of the current and predicted grades teachers submitted
- Increasing the level of challenge for all students
- Raised our expectations of students in terms of attitude to learning and behaviour
- Provided every opportunity for students to access academic and emotional support
- Relentless positivity - “you can do it/ it’s not too late/ get it done!”
- Rewards and recognition

This will not change going forward... but we will make some improvements and try new approaches.
## Where are the pressure points?

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
</tr>
</thead>
</table>
| **Sept.**  
Start of GCSE courses                                         | **Sept.**  
Start of Year 11 |
| **Weds 9th Oct.**  
Year 10 settling in evening                                  | **Oct/Nov.**  
Year 11 Parent Evening & Careers Fayre |
| **Weds. 18th March**  
Year 10 Parent Evening                                   | **Nov.**  
Mock Exams |
| **April/May**  
Mock exams                                         | **Dec.**  
Mock Results |
| **All year**  
Deadlines for assessments for vocational courses | **Feb.**  
Post 16 applications |
| **June**  
Work experience                                    | **Feb.**  
2nd mock exams (Eng/Math/Sci) |
| **April**  
Project & Coursework deadlines                         | **Easter**  
Revision classes |
| **May**  
GCSE exams start                                    | **Mid-June**  
Study leave |
What should you expect your child to be doing?

- Attendance: if they are not here they are not learning
- Equipment: books, pencil cases, scientific calculators etc
- Homework/Revision: should be doing something most most nights
- Extra sessions: running at lunch, after school and Easter break
  - optional or invite to specific students
  - used to catch up, achieve a higher grade, revise a topic or complete projects or assessments
How the school supports your child

Subject intervention
- Based on our assessments and reports
- At lunch and after school
- Academic mentoring and coaching

Pastoral support
- Stress management / yoga/ mindfulness
- Personal mentoring and coaching
- Careers advice and revision guidance

Extra sessions
- A-level challenge lessons
- Interventions during term time and holidays

Resources
- Access to online learning tools
- Appropriate revision guides available to purchase
- Support for students entitled to Free School Meals
How can I support my child?

Together we can achieve

Parents/Guardians

Teachers and Support Staff

Students
How you can support your child?

“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 ethnic groups.”

(DfE report, 2011)

'Teachers can only ever have a small impact on their students' results – yet they are judged as if they are 100% responsible'
What the parents say….

“My son said that the biggest help for him was that he wasn’t given a choice re revising. There wasn’t any cash incentive or allowed to do extra things if he did revision, he just did not have a choice. He wasn’t allowed to revise in his room (as I knew he wouldn’t do it), he had to do how long and when I said so. In that I created him a revision timetable and he just had to do it. Sounds a bit harsh now as I’m typing it but both my son and I now agree, (he obviously didn’t at the time), that had I not have been so strict then he simply would not have done it. Unfortunately not all of them have got it in them to organise themselves”

“We had to introduce a no phone upstairs policy!”

“Take all the opportunities that are offered by Redmoor, including holiday Revision sessions, Session Six. Encourage plenty of rest and a quiet place to revise for exams and plenty of support and encouragement.”
“I’d say good bedtime routine. Make sure you have a visual planner for revision etc go to any extra classes if needed”

“Encourage responsibility by working with your child to develop their own routines and hold them accountable”

“Take interest in your child's work load and discuss reports to see how they are doing and how they feel - always go to parents evening - we had a bedtime set which is important and get involved in activities out of school hours”

“Have faith in the Headmaster and every member of Staff, Teachers, Pastoral, Administration. Mr Nicolle has brought together an amazing team of people around him. Speak to the school about any worries or concerns, however trivial they may seem. Take advantage of all the extra help given and offered during your life at Redmoor. It is truly, second to none”
What can you do to support your child?

A student perspective....
### THE MINDSET
#### WEEKLY PLANNER

<table>
<thead>
<tr>
<th>TIMES</th>
<th>8.00am - 4.00pm</th>
<th>4.00pm - 6.00pm</th>
<th>6.00 - 6.45pm</th>
<th>6.45pm - 7.45pm</th>
<th>7.45pm - 8.00pm</th>
<th>8.00pm - 9.00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>School time!</td>
<td>Drama Club</td>
<td>Dinner</td>
<td>Homework</td>
<td>Social Media</td>
<td>Homework / revision</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>School time!</td>
<td>Revision</td>
<td>Dinner</td>
<td>Homework</td>
<td>Social Media</td>
<td>Homework / revision</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>School time!</td>
<td>Netball</td>
<td>Dinner</td>
<td>Homework</td>
<td>Social Media</td>
<td>Homework / revision</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>School time!</td>
<td>Revision</td>
<td>Dinner</td>
<td>Homework</td>
<td>Social Media</td>
<td>Homework / revision</td>
</tr>
<tr>
<td>FRIDAY</td>
<td>School time!</td>
<td>Chill out!</td>
<td>Dinner</td>
<td>Homework</td>
<td>Social Media</td>
<td>Homework / revision</td>
</tr>
<tr>
<td>TIMES</td>
<td>9.00am - 10.00am</td>
<td>10.00am - 11.00am</td>
<td>11.00am - 10.00pm</td>
<td>1.00pm - 3.00pm</td>
<td>3.00pm - 5.00pm</td>
<td>5.00pm - 6.00pm</td>
</tr>
<tr>
<td>SATURDAY</td>
<td>breakfast / shower etc.</td>
<td>Hour of power revision!</td>
<td>See friends / Lunch</td>
<td>Revision</td>
<td>Watching / playing sport / gaming</td>
<td>Revision</td>
</tr>
<tr>
<td>SUNDAY</td>
<td>breakfast / shower etc.</td>
<td>Revision</td>
<td>Sport / Lunch</td>
<td>Flash card review</td>
<td>Out with family</td>
<td>Get someone to test me / Dinner</td>
</tr>
</tbody>
</table>
Redmoor Website

KS4 Redmoor Experience + Overview

Year 10 and 11 Information and Revision Help

KS4 Intervention Information

For more information regarding trips, applications, work experience and more please visit the Futures page

Teaching Staff and Email Directory

English Literature

There are two exam papers for English Literature. Each of the sections is weighted at 20% of the overall examination result.

Paper 1 is Shakespeare and the 19th century novel, lasting 1 hour 45 minutes.

Section A: William Shakespeare's Macbeth
Students will answer one question on Macbeth, there will be no choice. They will be required to write in detail about an unseen extract from the play and then to write about the play as a whole. (30 marks + 4 for SP&G)

Section B: Charles Dickens' A Christmas Carol
Students will answer one question on A Christmas Carol, there will be no choice. They will be required to write in detail about an unseen extract from the novella and then to write about the text as a whole. (39 marks)

Paper 2 is Modern texts and poetry, lasting 2 hours 15 minutes.

Section A: An Inspector Calls
Students will have to answer one essay question from a choice of two – usually character or thematic. (30 marks + 4 for SP&G)

Section B: Power and Conflict poetry anthology
Students will answer one comparative essay question on one poem printed on the paper and one other poem from the Power and Conflict cluster (30 marks)
What do our reports tell you?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Expected Grade:</strong></td>
<td>the minimum grade students should achieve, based on what other students with the same SAT scores have achieved across the country. This can alter slightly each year as is affected by national GCSE results.</td>
</tr>
<tr>
<td><strong>Redmoor Target:</strong></td>
<td>If this is higher than the minimum grade, it shows the expectation of the student is close to the next grade up - so this is achievable!</td>
</tr>
<tr>
<td><strong>Working At Grade:</strong></td>
<td>the level at which students are currently working, based on GCSE style formal assessments and other informal assessment methods</td>
</tr>
<tr>
<td><strong>Teacher Projected Grade:</strong></td>
<td>the grade teachers believe a student will reach by the end of Yr 11 if they continue to work in the same way.</td>
</tr>
</tbody>
</table>

We put no limits on student achievement and the Minimum Grade is simply a guideline. We strive for as many as possible to outperform their minimum expected grades.
Attend today
ACHIEVE TOMORROW

80% ATTENDANCE
38 DAYS MISSED
7 WEEKS 3 DAYS UNACCEPTABLE

85% ATTENDANCE
28 DAYS MISSED
5 WEEKS 3 DAYS UNACCEPTABLE

90% ATTENDANCE
19 DAYS MISSED
3 WEEKS 4 DAYS POOR

95% ATTENDANCE
9 DAYS MISSED
1 WEEK 4 DAYS SATISFACTORY

100% ATTENDANCE
0 DAYS MISSED
EXCELLENT

DON'T BE THE ODD ONE OUT.
#everydaycounts
How you can support your child

- Plan around the information sheet
- Make a note of revision sessions and intervention timetable and encourage your child to attend
- Make sure that your child attends school
- Go through reports with them and ask them what they are doing to be successful or why they are struggling
- Home environment: Homework, teacher feedback, revision, jobs, exercise, diet, sleep, social media, gaming
- Dealing with stress
- Talk to us!
There’s a striking correlation between effort and progress...

This student simply did not try and therefore faced disappointment on results day.

hardest-working student made the most progress and got great results.
What sort of student?

Progress

- Grades seem to be good
- But this student is easily distracted
- They could do really well if they worked harder

- Grades are really good
- This student is well motivated and works hard
- They listen to advice and are keen to improve
- They work well independently

Effort

- Grades are below targets
- This student probably has a ‘can’t be bothered’ attitude
- They are easily distracted
- There may be problems with attendance or behaviour

- Grades are low despite the student working hard
- They are keen to improve but unsure how
- They need help to work independently
- They may not study the full range of subjects, but are doing well in those they are studying
How teachers and support staff will help

- Help them to visualise what could be achieved
- Review targets - does the student need more of a challenge?
- Use rewards to motivate (and sanctions to deter!)
- Ensure others’ learning is not being disrupted
- Make clear what good effort looks like and use sanctions & rewards
- Explain the steps needed to move towards success
- Work with other staff to identify strategies that work well
- Offer additional attention and support - but students must begin to try and be open to advice and feedback

Progress

- Reward and celebrate success
- Be clear about the study habits which are bringing success
- Keep an eye on their well-being to avoid ‘burnout’ or peaking too soon
- Identify specific weaknesses and any extra support needed
- Practise study, memory and revision techniques
- Arrange individual or group intervention
- Keep monitoring; change if necessary
So what constitutes good **enough** attitude to learning (or a B)?

<table>
<thead>
<tr>
<th>not good enough</th>
<th>good enough</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D / 0</strong></td>
<td><strong>B / 2</strong></td>
</tr>
<tr>
<td>Lack of care</td>
<td>Pride in work</td>
</tr>
<tr>
<td>Minimum amount of work</td>
<td>Detail and depth</td>
</tr>
<tr>
<td>HW not attempted</td>
<td>HW done well and on time</td>
</tr>
<tr>
<td>Book often forgotten or lost</td>
<td>Able to work independently</td>
</tr>
<tr>
<td>Over-reliance on teacher or blaming / excuses</td>
<td>Participation</td>
</tr>
<tr>
<td>Failure to participate</td>
<td>Resilience when faced with challenging work</td>
</tr>
<tr>
<td>Frequent talking in the lesson or poor behaviour</td>
<td>Thrive independently</td>
</tr>
<tr>
<td></td>
<td>Motivated by challenge, even seeking it</td>
</tr>
<tr>
<td><strong>C / 1</strong></td>
<td><strong>A / 3</strong></td>
</tr>
<tr>
<td>Lack of care</td>
<td>Pride in work</td>
</tr>
<tr>
<td>‘Just enough’ but no more</td>
<td>Detail and depth, originality / creativity</td>
</tr>
<tr>
<td>HW mostly done but poor quality, inadequate or late</td>
<td>HW done to a high standard, sometimes extra / over and above</td>
</tr>
<tr>
<td>Over-reliance on teacher/TA</td>
<td>Thrive independently</td>
</tr>
<tr>
<td>Passive in lessons</td>
<td>Full participation without dominating</td>
</tr>
<tr>
<td>Tendency to give up</td>
<td>Motivated by challenge, even seeking it</td>
</tr>
<tr>
<td>Sometimes talking too much or not paying attention</td>
<td></td>
</tr>
</tbody>
</table>
How Can Parents Help?

If your child is not making enough effort in class and with homework
(some Cs and Ds for ‘Attitude to Learning’ on school report)

- Talk about the school day: highlights and low points?
- Check their homework diary
- Take an interest (check up on!) their homework. Does the standard look good enough?
- Praise really good effort
- Ensure they get enough sleep
- Limit time on devices - have a family ‘cut off’ point
- Create a study timetable together
- Research future opportunities
- Prioritise attendance and punctuality
- Don’t let part-time jobs take over

If your child is trying hard in all their subjects
(Bs and As for ‘Attitude to Learning’ on school report)

- Celebrate and praise their effort and achievements
- Help them to see that set-backs or disappointments are part of learning and not the end of the world
- Ensure they get the balance right - study is important but so are exercise, hobbies, socialising and ‘downtime’
A Parent's Guide to Supporting Progress in Y10

Redmoor Academy

What can you do each day?

1. Ask about the highlights and low points of the day: what caused these to be so good or so bad? Help by talking through strategies for dealing with things that went wrong to prevent them happening again.

2. Ask to see your child's homework diary. Are they writing down homework clearly and with enough detail to remind themselves of what to do and when homework is due in?

3. Ask to see the homework. You may not be an expert in every subject but we parents can usually tell if homework has been done with care and is detailed enough.

4. Praise your child when they try really hard, and help them to see that lack of effort rarely leads to success.

Getting into good habits:

Sleep: make sure your child gets to bed in good time. If they are well-rested, they will learn more easily in lessons.

Punctuality: please help make sure that your child arrives on time. Even a morning here and a day there can lead to vital learning being missed. Illness can't be helped, but make sure that your child attends (on time!) as often as possible.

Limit device time: limit the amount of access/time your child has to electronic games, phones, tablets or TV. We all know that we can easily waste a lot of time on such things ourselves (and there must be time for relaxation) but Year 11 students must make enough time for homework and revision too. Consider having a rule that mobile phones/tablets stay downstairs at bedtime.

Create a study plan

Some teenagers benefit from an adult helping them to structure their time. Making a study timetable which also makes time for hobbies, seeing friends etc but includes homework and revision can help to get the balance right.

Work together for the future

Help your child research what they would like to do after they leave Redmoor.

Having a goal and knowing the qualifications needed can really help to motivate them to try hard.
We are a careers education charity, established in 1992 to support schools and colleges across the city and county with careers education.

The core of our work involves creating links between education and business.

We provide a variety of services to schools, one of which is Work Experience.

This year we are working with over 70 schools and colleges to support over 5,000 students to access work experience and work related learning.
What do we do?

We undertake a Health, Safety and Welfare visit with employers to:

• Ensure the relevant insurance is in place
• Produce a detailed job description
• Create a risk assessment document

We have a large database of employers who support us in offering students the chance to gain valuable work experience.

Inspiring everyone to reach their potential.
A 1 week placement to gain an insight into real working life.

Work experience strengthens a CV and future applications.

New skills can be gained and existing skills can be improved on.
STUDENT FEEDBACK FROM LAST YEAR

84% reported a rise in confidence
82% stated their communication had improved
85% developed new skills and were motivated to work harder in school
90% felt their ability to organise was better

"I loved work experience, I especially loved the place I worked. Work Experience is very useful and is a huge eye opener."
Year 10 - Placement - Land of Learning primary school

Moving Together was an amazing company to do work experience with. They were really supportive and gave me lots of opportunities to develop new skills. I really enjoyed it, and it has clarified some things about my future career options.
Year 10 - Placement - Moving Together
How our process works...

**TOP 3**
Students are able to pick their top 3 preferences.

**SUPPORTING DOCUMENTS**
Our student directory provides important information about the placements available.

**DEADLINE**
A deadline for returned forms will be set at the start of the new term.

**PAPERWORK**
Each student will be given paperwork which will explain where they will be going and what they will be doing.

**INTERVIEW**
Once the student knows where they will be going, they need to make contact to organise their interviews.
Self-placements

THE CHOICE IS THEIRS!

Your young person is in full control of where they will be going on work experience.

PLANNING

Get them to think about their preferences and potential businesses that interest them.

CONTACT

The young person should contact these potential employers by email, phone or by visiting them. Self-placement forms to be signed by their employer.
COSTINGS

School is subsidising placement costs to support students.

The cost of each work experience placement is £35.00.
*There will be no fee for PP students*

The costs covers the placement matching, health and safety elements and paperwork.

A worthwhile investment - £7 per day!
What happens now?

Over the next few weeks, encourage your young person to go out and source a self-placement in their ideal job role.

We suggest that they make contact with their potential employer if they have one in mind. This will help improve their confidence and show their potential employer their interest and enthusiasm.

If your young person is unsure about where to go on their placement, the LEBC team will aim to place them in their top industry preferences on their forms.

Some placements in certain sectors are self-placement only. The student directory highlights where this is applicable.
Forms have been given to students in the tutor period.

FORM DEADLINE: Thursday 10th October
GET SOCIAL WITH US!

FACEBOOK  Leicestershire Education Business Company

TWITTER  @LeicesterEBC

INSTAGRAM  @leicsebc
Any Questions?

If you have any questions about the work experience process please come and speak to me afterwards.

Alternatively please direct all queries to Mrs Sarah Pither.