



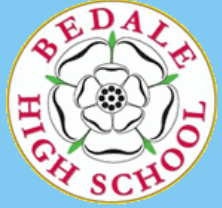
Welcome to the Year 9 Information Evening

Mr Kelly, Headteacher

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- **Core Values - why the change?**
- **Next Steps for us as a school:**
 - Ofsted AFIs: meet all needs/BFL
 - 5 Year Vision: Outstanding by 2025
- **Results 2019 - what do they show?**
- **Year 9 - what do we know already?**

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Mr J Moulding
Head of Faculty:
Maths and ICT

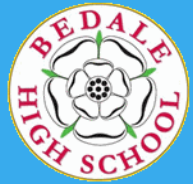
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A common language of assessment

OLD GRADES	NEW GRADES
A*	9
A	8
	7
B	6
	5 STRONG PASS
C	4 STANDARD PASS
D	3
E	2
F	1
G	
U	U



Forms of Assessment

There are three broad overarching forms of assessment, each with its own purposes

1. Day-to-day in-school formative assessment, for example:

- • Question and answer during class
- • Feedback on a pupil's work
- • Observational assessment
- • Regular short re-cap quizzes

2. In-school summative assessment, for example:

- End of year exams
- APs (Assessment Points)
- Topic Tests

3. Nationally standardised summative assessment, for example:

- GCSE exams
- BTEC entries
- National Curriculum tests at the end of Key Stage 2

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KS4 Assessment



There are 3 Assessment Points (APs) throughout the year and an end of year exam

- Yr9 - Teacher written comment at AP3 (July).

At each Assessment Point parents will receive the following:

- Current 'holistic' working Grade;
- Teacher Forecast Grade;
- Target Grade;
- Reporting Attitude to Learning - Outstanding, Good, Requiring Improvement or Inadequate;
- Reporting Home Learning - Outstanding, Good, Requiring Improvement or Inadequate.

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Mr J Moulding & Mrs F Hall

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GCSE Mathematics. EDEXCEL 9 to 1.

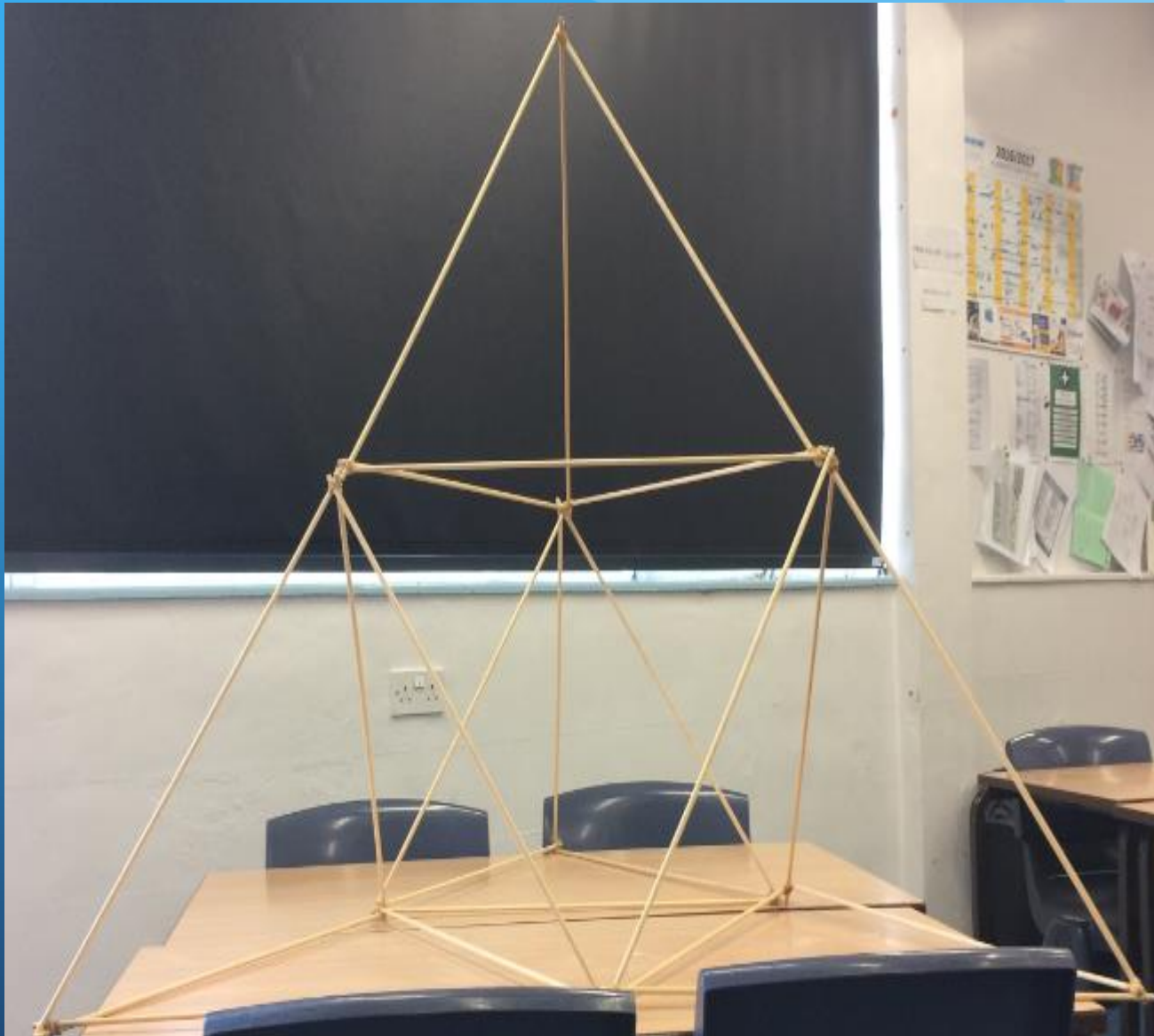
Fourth Exam - May/June 2020.

2019 - 76% Grade 4+
1 x grade 9 and 5 x grade 8's

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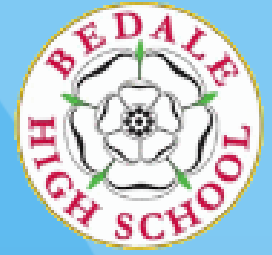
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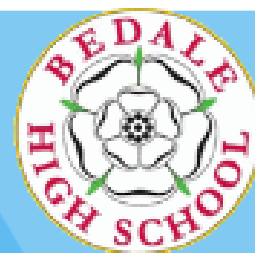
What is the same? - Tiers

- Higher - grades 9 to 3.
- Foundation - grades 5 to 1.
- Both tiers have a U grade.

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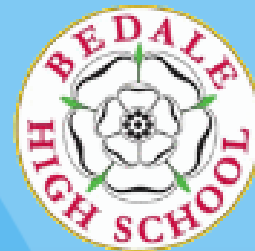
What is new? - The Grades.

Grades 2017	% Higher	% Foundation
9	84%	N/A
8	70%	N/A
7	57%	N/A
6	45%	N/A
5 – Good Pass	33%	77%
4 – Standard Pass	22%	62%
3	16%	46%
2	N/A	30%
1	N/A	15%
U	Below 16%	Below 13%

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What is new? - The Exam.

- Three papers.
- 80 marks each paper.
- 1hr 30 minutes per paper.
- 1 non-calculator and 2 calculator papers.
- All the content can be in all of the papers.
- Problem solving - applying maths in the real world.

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The Foundation Paper

- Sets 3 and 4.
- Accessible to all.
- More higher content e.g. trigonometry.
- **Number** - 22 to 28%
- **Ratio and proportion** - 22 to 28%
- 2019 - only one student failed to get a grade by 1 mark.
- You needed 77% to get a grade 5 this year!

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What is new - Multi Stage Questions.

Noah buys coffee sachets to use in his coffee maker.

There are 16 coffee sachets in a pack.

A pack costs £3.99.

Noah uses 5 coffee sachets each day.

Explain what is the minimum amount that Noah spends on coffee sachets in one year.

4 marks.

THREE PART QUESTION -

General knowledge - 365 days in a year.

Multiplication and addition.

When to round.

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The Higher Paper

- Sets 1 and 2.
- Challenging to all.
- More A level content e.g. algebraic proofs.
- **Algebra** - 27 to 33%
- 2019 - only one student failed to get a grade 5.
- You needed 33% to get a grade 5 this year!

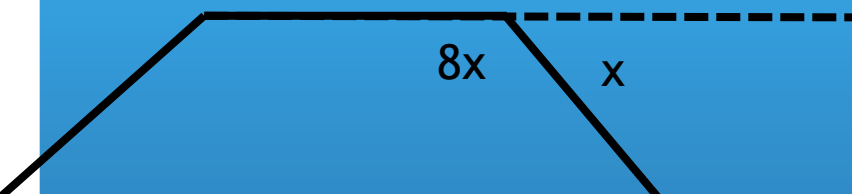
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What is new - The Questions.



The diagram shows three sides of a regular polygon.

The size of the exterior angle is x° .
The size of the interior angle is $8x^\circ$.

Work out the number of sides the regular polygon has.

Three Parts -

Algebra/Angle fact $8x + x = 180$

Algebra $9x = 180$

$x = 20^\circ$

Angle facts - The exterior angles of all polygons add up to 360° .

$360/20 = 18$ sides.

The polygon has 18 sides.

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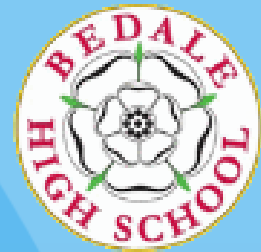
What have we learnt?

- Problem solving skills need to be practiced.
- End of unit assessments are key.
- The students who completed the work asked of them achieved the GCSE grades expected of them.
- SOL that is time scaled with our aim to complete the course in time for June 2021.
- Our predictions are very accurate.
- The grade boundaries will not move as much again in the foundation paper.

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The harder I practice, the luckier I get - Gary Player.

I was practicing in a bunker down in Texas and this good old boy with a big hat stopped to watch. The first chip he saw me hit went in the hole. He said, "You got 50 bucks if you knock the next one in."

I holed the next one.

Then he says, "You got \$100 if you hole the next one." In it went for three in a row. As he peeled off the bills he said, "Boy, I've never seen anyone so lucky in my life." And I shot back, "Well, the harder I practice, the luckier I get."

That's where the quote originated.

Getting good at maths is just the same!

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Mr T Wild Head of English

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GCSE English



Language

Paper 1

1hr 45

50 %

Paper 2

1hr 45

50 %

Literature

Paper 1

1hr 45

40 %

Paper 2

2hr 15

60 %

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Language

Paper 1

1hr 45

50 %

Paper 2

1hr 45

50 %

A. Reading

Prose fiction extract

1. Information
2. Language
3. Structure
4. Critical response

B. Writing



5. Narrative or Descriptive

A. Reading

19th + 20th/21st
century non-fiction

1. Information
2. Summary
3. Language
4. Comparison

B. Writing

5. Present a viewpoint

- Letter
- Newspaper article
- Speech
- Leaflet

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Literature

Paper 1

1hr 45

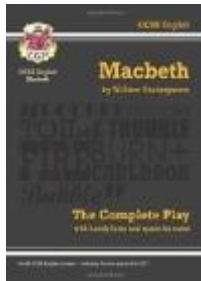
40 %

Paper 2

2hr 15

60 %

A. Shakespeare



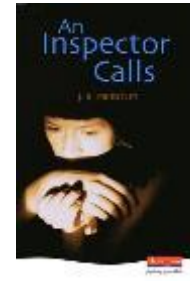
'Extract essay'

B. 19th-century novel



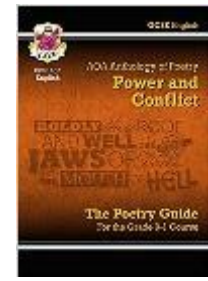
'Extract essay'

A. Modern Prose



Essay

B. Poetry Anthology



Comparative question

C. Unseen Poetry

1. Analysis of one unseen poem
2. Comparison of unseen poem to another unseen poem.



GCSE English



Language

Paper 1

1hr 45

50 %

Paper 2

1hr 45

50 %

Literature

Paper 1

1hr 45

40 %

Paper 2

2hr 15

60 %

A. Reading

Prose fiction extract

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2. Language
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A. Shakespeare



'Extract essay'

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'Extract essay'

A. Modern Prose



Essay

B. Anthology



Comparative
question

C. Unseen Poetry

1. Analysis of one unseen poem
2. Comparison of unseen poem to another unseen

Success in English



Both: Reading!
PETAL

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Give EVIDENCE:

Support your point with an embedded reference from the text.

Pick TECHNIQUE:

Identify how the writer achieves their effect.

Make clear POINTS:

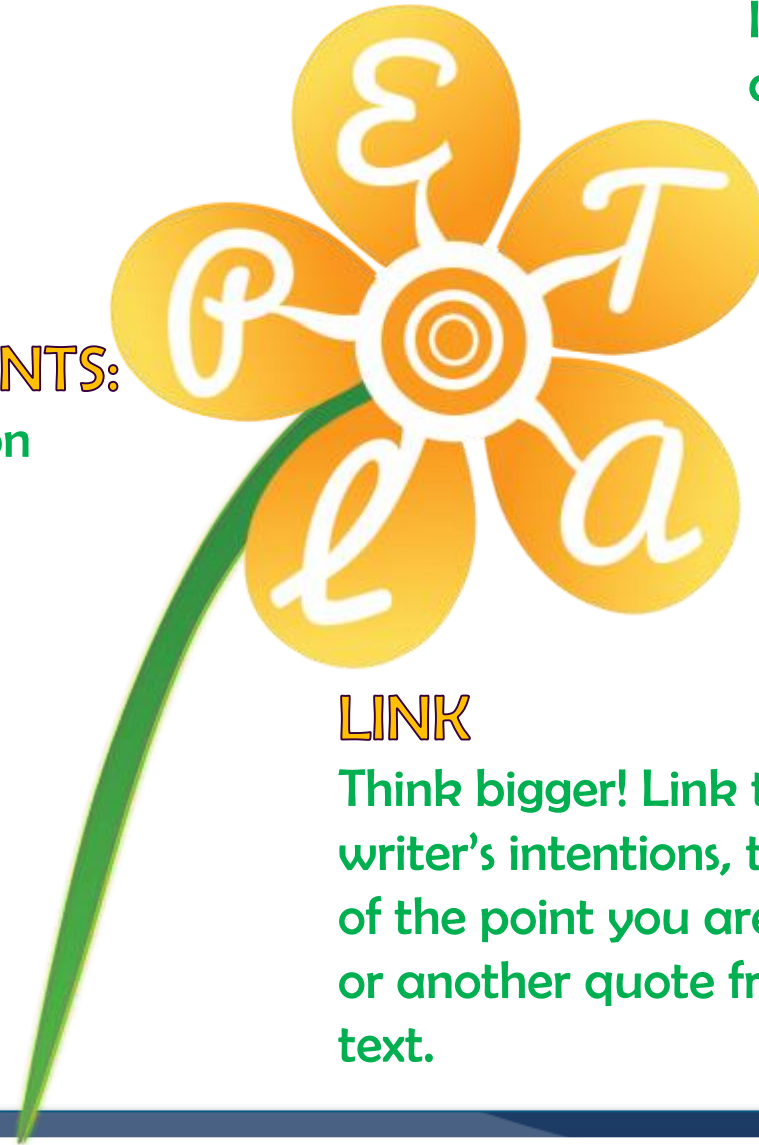
Answer the question clearly and fully.

ANALYSE

Explore how the writer's methods achieve their effect.

LINK

Think bigger! Link to the writer's intentions, the context of the point you are making or another quote from the text.



Success in English



Both: Reading!
PETAL

Language: PRACTICE MAKES PROGRESS!

Literature: Consistent effort
Organised notes
Student takes control

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Mrs A Knight
Director of Access
and Inclusion

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Access and Inclusion



- Pastoral and SEMH provision
- Safeguarding
- Attendance
- Disadvantaged learners
- Additional needs - SEND

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Pastoral and SEMH provision



- Form tutors
- Mr Chapman - Head of Key Stage
- Mr McMillan - Pastoral team leader
- Mrs Gray and Mrs Freeman - Pastoral Support workers

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Wave 1 Quality First pastoral support - form tutor/ pastoral support worker.

- ⇒ SEMH/pastoral issues to be communicated to form tutor as first point of contact (either from pupil, staff or parent).
Form tutor to support pupil where necessary and to communicate with home/school as necessary.
Form tutor to liaise with HOKs and/or pastoral support workers where necessary.

External agency support

- ⇒ CAMHS
School nurse/ healthy child
Possible referral to Compass Reach
Possible referral to collaborative for further SEMH support
Possible referral to Early Help (if appropriate)

Pastoral and SEMH support at Bedale High School

Peer to peer support

- ⇒ Pupils to be referred to Peer Listeners by self referral or by staff referral. 1:1 sessions (avg of 4-6 sessions).
Support from Wellbeing prefects to be arranged through GCH.

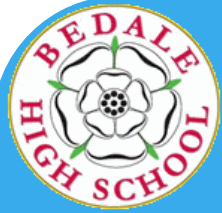
Compass Buzz support 'in-house'

- ⇒ Pupils to be referred by staff (using proforma) to SBR/GCH/LGR for support. 1:1 support around any SEMH issues (avg of 4-6 sessions)
Ashleigh Coombs to support still as required
Request for support consultation process with Compass Buzz (new)

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Disadvantaged learners



- Tiered approach within school allows for a holistic approach to support pupils who may be disadvantaged in some way. Focus on current and past attendance, any SEND, progress in English and Maths and any further barriers to learning.
- Not disadvantaged, but Service pupils are also monitored and supported in this way.

Additional needs - SEND



- Small team of TAs - Mrs Wagstaff (HLTA), Mrs Barry (HLTA), Mrs Siddique (ATA), Mrs Hoile (GTA) and Mrs Judd (PT GTA).
- Mrs A Knight as school SENCo.
- Quality assurance of quality first teaching within the classroom to meet the needs of all.
- Monitoring of Green folders - IPMS.
- Monitoring and implementation of interventions and multi agency working.
- Monitoring progress of both academics and personal development skills.
- Access arrangements where necessary.

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Mr G Chapman Head of KS4

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1. Establish a positive ethos
2. A purposeful tutor time programme that launches learning for the day
3. Preparing students for life beyond BHS

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Year 9
Get GCSE
Ready

Year 10
Get set for
Greatness

Year 11
Achieve
YOUR
excellence!

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The role of KS4 Tutors
Uniform
Attendance
Equipment
Behaviour- Fix it!

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**KS4 Tutor Time
Programme**
**Tuesday 10th
September 2019**

**Attendance,
Uniform and
Equipment
check!**

Sensible school bag,
large enough for several
exercise books

Pencil Case with the
following:

- black pen and spare pens
- scientific calculator
- Ruler
- Eraser
- Protractor
- Compass
- Pencil
- green pen
- Highlighters
- glue stick

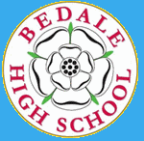
**PLUS
LOCKER
KEY!**

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KS4 Tutor Time Programme
Wednesday 11th September 2019



Get GCSE Ready

Know your GCSEs

Stock up on study guides and use them

Don't give up when it gets tricky!

Ask for help when you need it

Believe in yourself

A problem shared...

Work hard... play hard

Get super organised

Meet all homework deadlines

Focus on your weaknesses

Listen to your teachers

Which of these have I done this week?

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CAREERS INFORMATION AND GUIDANCE



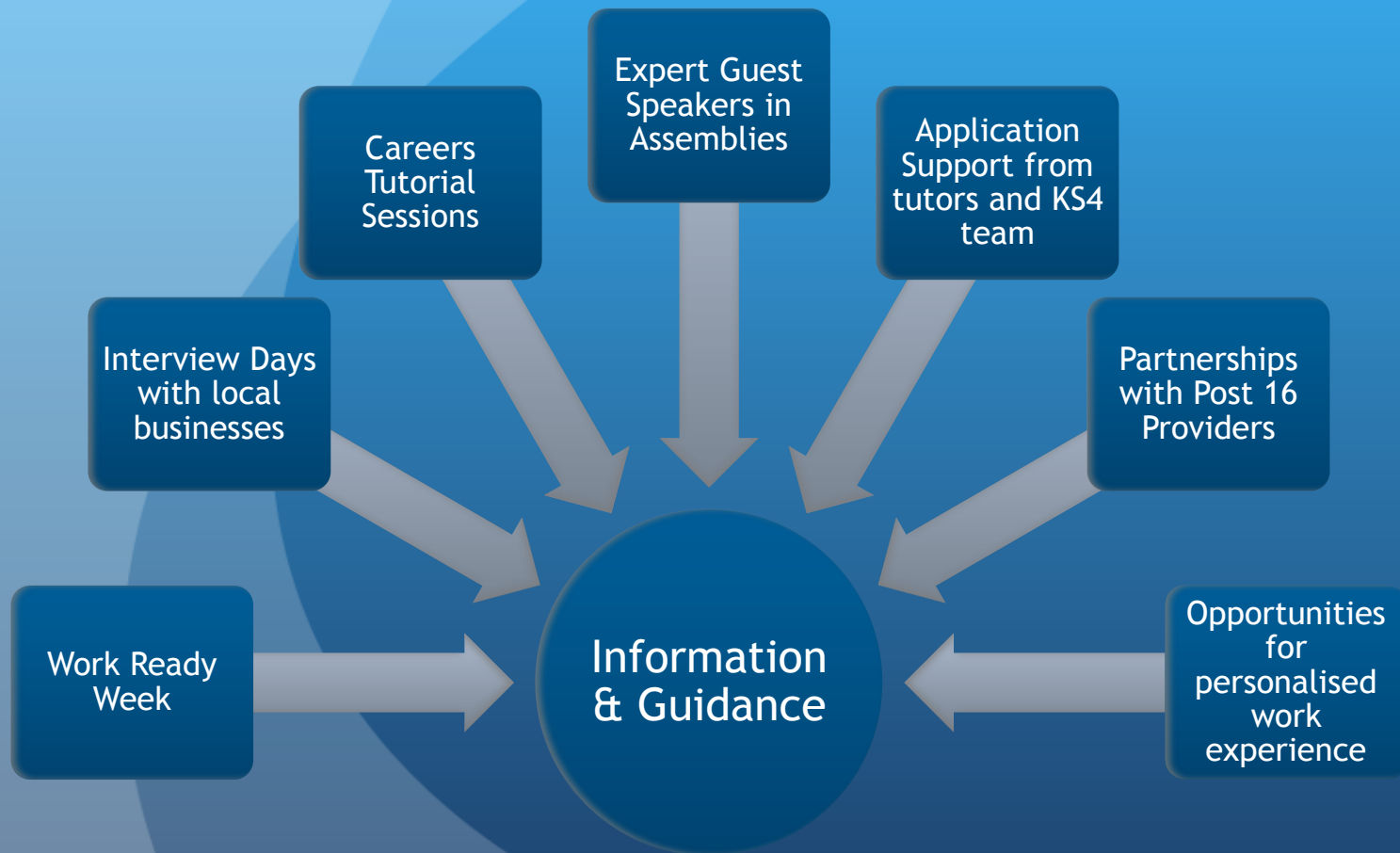
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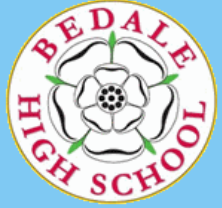
CAREERS



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Mr M Gill
Deputy
Headteacher

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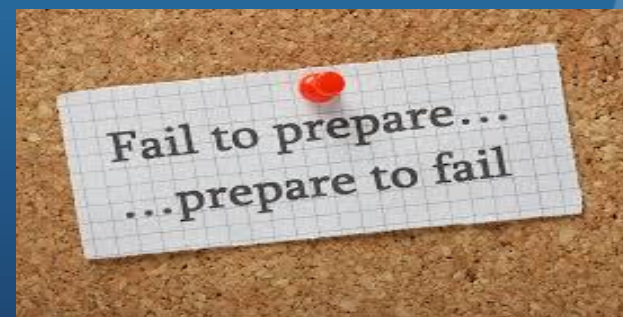
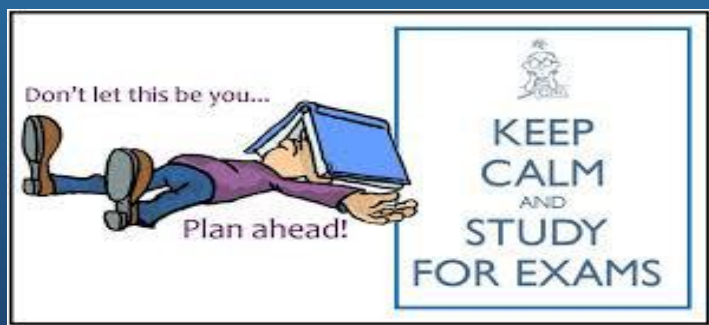
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Preparing for GCSEs



- ✓ Every lesson counts - work hard in every lesson
- ✓ Do your homework
- ✓ Get the revision guides you need
- ✓ Talk to your subject teachers - be proactive!
- ✓ Find out what you need to improve on and act on feedback
- ✓ Talk to your Form Tutor



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What do we mean by revision?

- ✓ Becoming familiar again with previous subject knowledge.
- ✓ Practising key skills and exam techniques.
- ✓ Preparing to apply your knowledge, skills and techniques in an exam situation.



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How Do I Revise?



- ✓ Complete Home Learning revision tasks/exam practice tasks that your teachers have provided;
- ✓ Find a quiet place to revise and turn off TVs/phones/tablets etc;
- ✓ Organise your time carefully;
- ✓ Use self-testing to help you memorise things. Or ask friends or family to test you;
- ✓ Spend the most time on the things that you find the hardest;
- ✓ Make sure you know what the exam will include and how it will be assessed.
- ✓ Reward yourself - but only if you've honestly worked hard!



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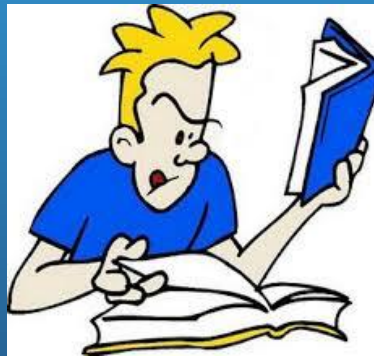
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What DOESN'T work?

Dunlosky (2013) found that two of the techniques that are very popular with students were two of the least effective:

- Highlighting
- Re-reading notes



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What DOES work?

- Planning ahead - start early and keep revisiting ideas.
- Flashcards/Cue Cards - condensing material.
- Making a mind map (the process is more useful than the end result!)
- Working through past/sample exam papers.
- Self-testing.
- Memory techniques - mnemonics, music.
- Distributed practice - Spreading your learning over time (reviewing material again after a gap).



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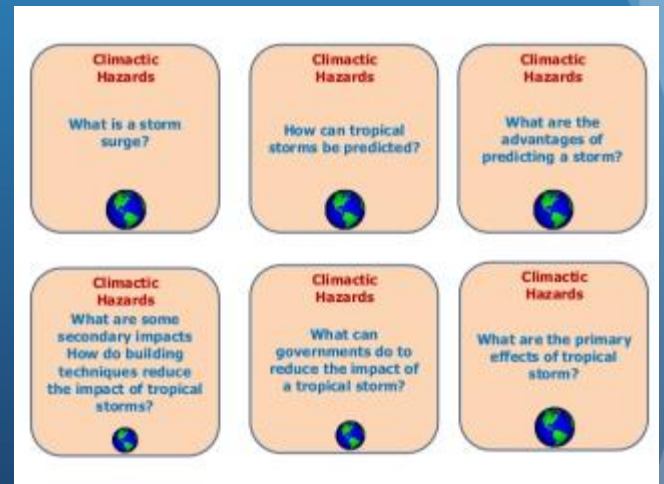
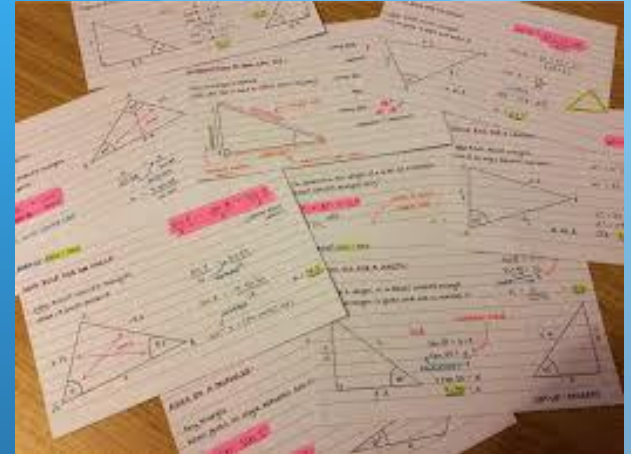
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Cue Cards



- Work because you are **DOING** something with the information.
- Learn the facts, but ask yourself 'why' afterwards to help you develop ideas into explanations.
- Keep things short and sweet.
- Add colour and images to help your brain remember things.



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What can parents do to help?

- Back up our messages about effort, hard work and positive mindset;
- Talk to your child about their learning and revision;
- Encourage them to ask for help when it is needed;
- Encourage them to practise questions;
- Ensure all homework is completed on time;
- Keep in touch with us - if in doubt, ask!



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