Year 10 Parents’ Information Evening
The End Game
Behaviours of Successful Students

KS2 = 4.9

Standards %

GCSE Attainment

Average GCSE Grade

KS2 = 4.9

Standards %

GCSE Attainment

Average GCSE Grade

75%

1 A*/A

9 A*-C

C -

86%

5 A*/A

10 A*-C

B
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Short term impact</th>
<th>Learning lost in a year</th>
<th>Learning lost in a school career</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Full attendance</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>95%</td>
<td>Half a day off per fortnight</td>
<td>2 weeks</td>
<td>10 weeks</td>
</tr>
<tr>
<td>90%</td>
<td>A day off a fortnight</td>
<td>1 month</td>
<td>Half a year</td>
</tr>
<tr>
<td>85%</td>
<td>A day and a half per fortnight</td>
<td>A half term</td>
<td>The equivalent of missing the whole of Y11</td>
</tr>
<tr>
<td>80%</td>
<td>A day off per week</td>
<td>Over a half term</td>
<td>A full year</td>
</tr>
</tbody>
</table>
Behaviours of Successful Students

KS2 = 5.4

![Attendance](94%)

94% Attendance

3 A*/A
10 A*–C

Average GCSE Grade B–

KS2 = 5.4

![Attendance](99.1%)

99.1% Attendance

11 A*/A
11 A*–C

Average GCSE Grade A
GCSE 2017 Results

On average, compared to someone with attendance above 98%...

Someone with attendance between 96% and 98% achieves an average grade which is \( \frac{1}{2} \) grade lower.

Someone with attendance between 90% and 95% has an average grade which is \( 1 \frac{1}{2} \) grades lower.

Someone with attendance lower than 90% achieves an average grade which is 3 grades lower.
Supporting Attendance

Every student should aim for **100%**

**98%** and above is the average attendance we expect
Establish Learning Behaviours of successful students

• Space, time and the right environment.

• Help them to establish routines.

• Talk to them about what they are learning.
The Support Team

Pupil Attendance

Access to behavior information

MYEd
Connecting parents, students & schools

WisePay
Software Services

Absence Reporting

Parents’ Evening Booking

School Notices/Letters

BLOODLE
Virtual Learning Environment

The Blue Coat School
www.bluecoat.linhurst.north.wah.uk
Year 10 Team

- Form Tutor
- Mr Kessell
- Mr Clewer
- Mrs Beale
- Mrs Smith
- Mrs Thompson-Boyle
- Teaching staff
Key Dates Year 10

Year 10 Mock Examinations are:

Wednesday, 18\textsuperscript{th} April until Friday, 27\textsuperscript{th} April 2018

Please do not book any holidays during this period and ensure any medical appointments are outside the school day.
Year 10 Parents’ Evening

Thursday, 8th March 2018
Wednesday, 14th March 2018
GCSEs in England are in the middle of being reformed and will be graded with a new scale from 9 to 1, with 9 being the highest grade.
GCSE REFORM

Top 20% who get 7+ will be awarded a grade 9.

New structure

9
8
7
6
5
4
3
2
1
U

Current structure

A*
A
A
B
B
C
C
D
D
E
E
F
F
G
G
U

‘Good pass’
Comparable to the standard aimed for by pupils in top-performing countries.
GCSE REFORM

• New GCSE content will be more challenging.
• Fewer grade 9 will be awarded than A*.
• English language, English literature and maths were the first to be graded from 9 to 1 in 2017.
• Another 20 subjects will have 9 to 1 grading in 2018, with most others following in 2019.
• Year 10 students will be the first cohort to receive all number grades.
• The new grades are being brought in to signal that GCSEs have been reformed and to better differentiate between students of different abilities.
GCSE REFORM

Examples...

• No controlled assessment (i.e. 100% exam) in English, Geography and History.

• Maths skills assessed in Science (20%), pupils will no longer be given a formula sheet they will have to learn equations.

• 15% of questions on the exam paper are on practical skills.

• Practical skills worth just 30% in PE.
From now on, all pupils who fail to have achieved a grade 4 or better in English or maths GCSE by the time they finish secondary school must continue to study the subjects in post-16 education until they get these qualifications.
Mathematics

• Problem solving will be at the heart of teaching, learning and assessment
• The Higher Tier will include questions to stretch the most able
• The Foundation Tier will focus on core mathematical skills and understanding
Mathematics

- There will be a requirement to provide clear “mathematical arguments”
- Greater assessment time – 3 exam papers
- One third will be non-calculator
- Far fewer formulae will be provided than currently available in examinations
1. (a) Work out $16 - 6 \times 2$

(b) Write 0.7 as a percentage.

(c) Write $\frac{3}{5}$ as a decimal.

(d) Find 15% of 120
*11 Chris owns a clothes shop.
He bought 50 shirts at £12 for each shirt.
He chose the selling price of each shirt so that he would make a profit of 30% on each shirt.
He sold 20 shirts at this price.

Chris then reduced the selling price of each shirt by 15%.
He then sold the remaining shirts at this reduced selling price.

Has Chris made a profit or loss?
You must explain your answer clearly.  
(Total for Question 11 = 8 marks)
Year 10 Parent’s Information Evening

Character Development: The Three Key Principles of Success at GCSE
KS4 Mantra Overview – “Live Deliberately”:

Year 9:
- Where are you going?

Year 10
- Make It Happen!

Year 11
- Plan It, Do It, Own It!
The Year 10 “Mantra”:

“Some people want it to happen, some wish it would happen, others make it happen.”

-Michael Jordan
The 3 Key Principles for Success in Year 10 and Beyond:

1. VISION

2. RESPONSIBILITY

3. BALANCE
How Can We Make It Happen? **Parents:**

- Encourage and take a real interest in your child’s studies. Share and support your child’s vision about their long and short-term goals.
- Celebrate their successes.
- Keep in regular communication with school. Utilise the website, Bloodle and Parentmail. Don’t be afraid to ask! Make the most of parents’ evenings, asking questions and finding out how you can best help your child at home.
- Keep up to date on your child’s progress, attendance and behaviour for learning.
• Provide the tools and environment for homework and revision – a quiet space, a ‘workbox’ of pens, paper and other necessities.

• Show an interest in the subject, helping with homework (but not doing it for them), testing them when they ask you etc.

• Sounding board and adviser – helping your child to break tasks down so that they are manageable, keeping an eye on time management and progress.

• Agreeing the rules for homework or revision. Help them to maintain a realistic balance of work against the ‘fun stuff’ and revising the plans as necessary.

• Be firm!
Develop a clear vision. Make the most of the opportunities the school will provide this year to help you to make realistic plans about your future, and how to reach those goals.

Take ultimate responsibility for your progress and success. Begin to think through your actions, and their consequences.

Develop some “Grit” – meet challenges & cope with failure. Don’t look for easy excuses, don’t blame other factors. Seek out new solutions & modify behaviours.

Being open & honest, with yourselves, with your parents and with teachers.
How Can We Make It Happen? **Pupils:**

- Make your lifestyle a balanced & productive one.
- Seek out the enrichment opportunities the school provides in Year 10.
- Better management of time, workload & deadlines.
- Take your studies seriously, and give your work the quality time required. Get your priorities right!
- Excellent attendance & punctuality
Vision:
• 3 Progress Review sessions during Year 10.
• Futures Exhibition.
• CAIG.
• Steph Murray (Careers Service).
• Wellbeing

Responsibility:
• Mental Toughness Programme and Wellbeing.
• Form and whole-school worship.
• Character Development opportunities.
• Clear lines of communication and reporting between all stakeholders.
• Structured and targeted systems of intervention and support throughout the year.
Balance:

• Mindfulness.
• Specific study skills and time management sessions.
• VESPA techniques.
• Attendance League.
• Duke of Edinburgh.
• JLT.
• Social events.
• Pupil voice activities.