

Route map to GCSE success

Key staff

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Year 10 Pastoral Leader – Mrs Sheedy l.sheedy@rainford.org.uk

Key dates

| Event | Date |
|-------------------------------|---|
| Y10 Welcome Event | 14/09/21 |
| Progress Reports Sent Home | Weeks Commencing: 15/11/21 16/03/22 18/07/22 |
| Yr10 Virtual Parents' Evening | 17/03/22 |
| Y10 Revision Evening | TBC pre mocks |
| Y10 Mock Examinations | 27/06/2022 – 08/07/2022 |
| Welcome to Sixth Form | 12/07/22 |

A study demonstrated that “the effect of parental engagement over a student's school career is equivalent to adding two or three years to that student's education.” When parents and teachers work together to improve learning, the gains in achievement are significant”

RHS – Outstanding Progress Targets


Intent:

- Each student has different skills, abilities and talents
- These should be reflected by the individual targets we set to help improve and develop these skills, abilities and talents
- We want all our students to make outstanding progress relative to their starting points
- We will set an Outstanding Progress Target for the end of KS4 in each subject
- This target will be challenging, aspirational and realistic
- **It will mean, if achieved, that no more than 14% of students nationally, with the same starting point, will get a higher grade than that student**
- This will be based on KS2 results and will factor in the progress we hope to be made by the end of KS4
- We will review progress against these targets each term, and send the results home

Implementation: Teachers will:

- Choose an appropriate opportunity in the lesson to discuss ***Outstanding Progress Targets*** – with students – this may be done ‘whole-class’ to start with
- Explain that there are a range of possible outcomes - good progress or outstanding progress will be referred to in discussion
- Talk to students about their targets and what is required to make good or outstanding progress – **WHAT ARE THE FACTORS/CONDITIONS WITHIN WHICH STUDENTS MAKE OUTSTANDING PROGRESS?**
- Consider attendance, commitment to work in and outside school, organisation etc. – also, what subject specific concerns and priorities do students have?

- Promote our outstanding agenda - encourage challenge and success
- Set with students some **curricular targets** – these will refer to **knowledge, skills or content at this stage. Effort and attitude will be addressed separately – teachers will focus on the students' curricular abilities.**



RAINFORD
HIGH

Outstanding Progress Targets

Anne's KS2 Fine Grade is 4.8. A grade 5 (old 'B') in History might be a good result. 26% achieved a higher grade:

- 14% = 6
- 8% = 7
- 3% = 8
- 1% = 9

Anne Example Y10

Based on prior attainment at primary school, we would set the following Outstanding Progress Targets (OPT).

Students with the same prior attainment as Anne attained these grades last year

| National Results - GCSE Grades 1-9 | | | | | | | | | | | |
|------------------------------------|---|---|----|----|----|----|----|----|---|---|-----|
| Subject | U | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | OPT |
| English | 0 | 1 | 2 | 10 | 17 | 26 | 24 | 13 | 5 | 2 | 7 |
| English Literature | 1 | 1 | 3 | 8 | 17 | 25 | 23 | 13 | 7 | 3 | 7 |
| History | 2 | 7 | 12 | 19 | 17 | 17 | 14 | 8 | 3 | 1 | 6 |
| Mathematics | 1 | 4 | 12 | 24 | 34 | 18 | 5 | 2 | 0 | 0 | 5 |
| Photography | 0 | 1 | 4 | 13 | 17 | 22 | 21 | 11 | 7 | 3 | 7 |
| Sociology | 1 | 1 | 9 | 19 | 29 | | 26 | 10 | | 1 | 6 |

Numbers may not add up to 100 due to:

- rounding
- A*-G grades were used last year
- there is no national comparator currently and we have 'matched' points

| National Results - Combined Science | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Subject | U | 1-1 | 2-1 | 2-2 | 3-2 | 3-3 | 4-3 | 4-4 | 5-4 | 5-5 | 6-5 | 6-6 | 7-6 | 7-7 | 8-7 | 8-8 | 9-8 | 9-9 | OPT |
| Science | 1 | 1 | 1 | 2 | 5 | 10 | 15 | 15 | 15 | 16 | 7 | 5 | 3 | 2 | 1 | 1 | 0 | 0 | 6-5 |

| National Results - Vocational Award | | | | | | | |
|-------------------------------------|---|-------|-----|-----|-----|------|-----|
| Subject | U | L1Pas | Pas | Mer | Dis | Dis* | OPT |
| Hospitality and Catering | x | 6 | 30 | 25 | 13 | 1 | Mer |

EVERYONE MATTERS EVERYONE HELPS EVERYONE SUCCEEDS

Support, Information and Guidance

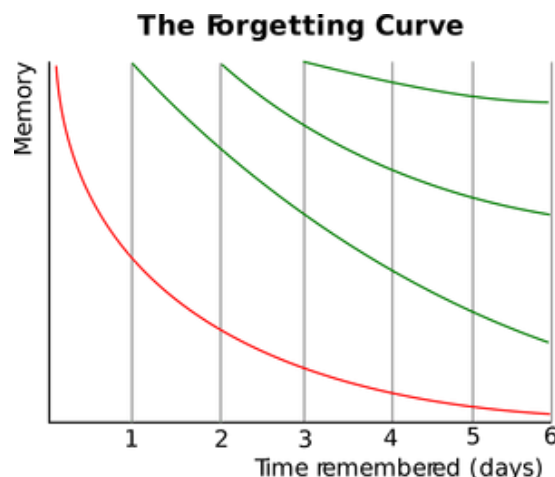
- All subject areas will include **retrieval tasks** at the beginning of each lesson to revisit prior learning.

Why are retrieval and interleaving important?

The act of getting learners to retrieve information from memory as a way to develop more effective learning is a 'desirable difficulty'. The idea of having to retrieve, as opposed to reread or review prior learning, requires the brain to work harder. Because it's harder, the storage and retrieval strength for this learning is improved.

Interleaving is a learning strategy that involves switching between topics and ideas, which has been shown to improve long-term learning relative to blocking study of the same idea or topic

"Each time 'to-be-learned' material is revisited by retrieving it from memory, the knowledge of the material is brought back up to 100%, with the recollection of that material being strengthened such that the forgetting of the material is slowed".



The Dunlosky Review

Students therefore need to start revision early so that they have time to revisit and consolidate their learning!

- Every class has a **google classroom** where resources are posted weekly. Your child can access the resources for additional support or revision purposes or if they miss any lessons.
- Each department has an appropriate curriculum plan to match the school Assessment, Recording and Reporting calendar. All subjects assess students to identify and address gaps in students' learning and to best secure key concepts to ensure progression through the curriculum for all students. Formative feedback takes place in KS4 twice a half-term for all subjects.

Detailed **subject overviews** are available on the school website for each subject area under KS4 curriculum. These provide a breakdown of exams, topics, timings, useful revision tips, resources and websites that students can access for additional support.

- **Student learning checklists (SLCs)**

We have introduced **SLCs** this year as a way for students to check their knowledge and progress and learning against a set of required skills and tasks for each subject. These are broken down per topics and unit for ease. They are available for students to access on the relevant subject google classroom.

Students should review these regularly throughout the term to ensure that they are on track with their learning and that there are no gaps. They will also be able to access SLCs for units and topics studied in Yr10 and Y11. These will also be accessible via Google Classroom.

Below you can see some examples of Student Learning Checklists (SLCs) that your child will receive.

Student Learning Checklist

Key Stage 4

| | |
|-----------------------------|---|
| Subject: English Literature | Unit Title: Paper 2 Section A (<i>An Inspector Calls</i>) |
|-----------------------------|---|

| Section 1 | Knowledge & Understanding – ‘What you need to know and understand’ | Confident | Need to Practice | Need More Help |
|-----------|---|-----------|--------------------|------------------|
| | Format of the paper | | | |
| | Question format: marks available, timings, AOs, response required – length and quality | | | |
| | Knowledge of the text (narrative, characters, themes, etc.) | | | |
| | Biographical and historical context relating to 1912 and 1945 | | | |
| Section 2 | Skills – ‘What you will need to show to be successful in your pathway/meeting your targets’ | Confident | Need to Practice | Need More Help |
| | Write a detailed response to the task and whole text | | | |
| | Demonstrate a full understanding of the text | | | |
| | Include a range of quotations and textual references | | | |
| | Explore and analyse the writers’ methods | | | |
| | Use subject terminology | | | |
| | Explore the writers’ intentions | | | |
| | Embed relevant contextual detail in your answer to effectively support your analysis | | | |
| Section 3 | Tasks to Complete – ‘What you will do in lessons/homework’ | Complete | Partially Complete | Significant Gaps |
| | Explore relevant contextual information | | | |
| | Read the full text | | | |
| | Read and analyse extracts from the text | | | |
| | Answer questions about sections of the texts | | | |
| | Plan responses to questions similar to those that will be given on the exam | | | |
| | Complete extended exam-style responses | | | |
| | Self and peer assess pieces of work using criteria from the mark scheme | | | |
| | Complete low-stakes quizzes for retrieval practice | | | |
| Section 4 | Assessments – ‘How work and understanding will be assessed’ | Complete | Partially Complete | Significant Gaps |
| | Assessment 1 – Characterisation of Arthur Birling in Act 1 | | | |
| | Assessment 2 – Theme of social responsibility across the whole text | | | |

Student Learning Checklist

Key Stage 4

| | |
|------------------|-----------------------------|
| Subject: History | Unit Title: America 1920-73 |
|------------------|-----------------------------|



| Section 1 | Knowledge & Understanding – ‘What you need to know and understand’ | Confident | Need to Practice | Need More Help |
|-----------|---|-----------|--------------------|------------------|
| | The structure of the exam paper | | | |
| | Question format: marks available, timings, focus, response required – length and quality | | | |
| | How to plan my responses | | | |
| | The chronology of the period 1920-73 | | | |
| Section 2 | Skills – ‘What you will need to show to be successful in your pathway/meeting your targets’ | Confident | Need to Practice | Need More Help |
| | Use the content of the interpretations to assess their meaning | | | |
| | Use the provenance of the interpretations to compare why the authors say what they do | | | |
| | Link knowledge to the interpretations to assess which is most convincing | | | |
| | Link factors back to the question being asked | | | |
| | Explain how different groups in society were affected by changes over time | | | |
| | Compare two factors and reach a conclusion | | | |
| | Include relevant and specific evidence in all answers | | | |
| Section 3 | Tasks to Complete – ‘What you will do in lessons/homework’ | Complete | Partially Complete | Significant Gaps |
| | Investigate the reasons for the economic boom | | | |
| | Explain the role of Henry Ford and mass production in the boom | | | |
| | Investigate changes to popular culture – cinema, music, sports | | | |
| | Describe the benefits and negatives of the stock market | | | |
| | Assess the changes and continuity for women in the 1920s | | | |
| | Explore the immigrant experience with focus on Sacco and Vanzetti | | | |
| | Explain why there was a ‘Red Scare’ in the 1920s | | | |
| | Explore the position of African-Americans in the 1920s linked to the Ku Klux Klan | | | |
| | Explain why the Wall Street Crash happened | | | |
| | Investigate the impact of the Great Depression | | | |
| | Explain why Roosevelt beat Hoover in the 1932 election | | | |

- **'How to...'** videos will be shared with students via Google classroom for each subject area.

These videos will support students with their revision and preparation for mock exams, including how to approach exam style questions. Subject experts will walk the students through exam papers and explain what students will need to do to excel in each subject area.

- **Revision sessions** will begin in school to further support students with mock exam preparation. These sessions will focus on the application of knowledge and not the re-teaching of content. Students will be provided with a timetable later this year.

Mock examinations will test students on all content covered to date. It will help provide a fully comprehensive picture of where students are up to by the end of Year 10.

- **Feed forward strategy** – Following the mock exams all departments will write a detailed plan 23-point plan to ensure that all pupils are guided and supported all pupils towards their final external GCSE exams.

How can I support my child this year and next year?

'When children's parents are engaged in school life, then children pick up on it. They think, "School is important. My parents think it's important," and that increases their attachment to education, which translates into better achievement'

Key strategies

1) RAG rate subjects

Start a conversation with your child about the subjects they study - is your child confident that they can perform well?

- Are they confident that they have understood and remembered the subject knowledge they have studied?
- Do they feel confident that they have the skills required to answer exam questions with confidence?

Use the template on the next page to support the conversation with your child.

RED – The subjects that they find most challenging and will require the most work and support to reach their OPT

AMBER- The subjects where they underperformed in the mocks but they have a clear understanding of next steps and are confident in taking them

GREEN- The subjects that they find least challenging and are 'on track' to achieve their OPT or higher

| Subject | Notes | RED | AMBER | GREEN |
|-----------------|--------------|------------|--------------|--------------|
| Maths | | | | |
| English | | | | |
| Science | | | | |
| Option 1 | | | | |
| Option 2 | | | | |
| Option 3 | | | | |
| Option 4 | | | | |

2) Flashcards & self- quizzing



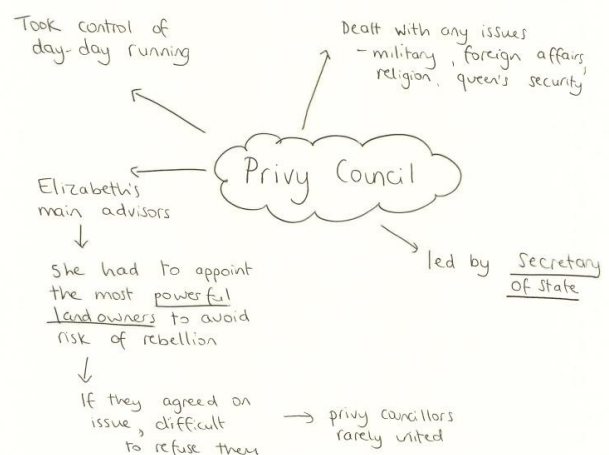
- Help your child to make flashcards with the information they need to learn for their knowledge retrieval tests and formative assessments
- Keep information on cards brief and to the point. Try to include pictures or diagrams to jog their memory.
- Put the question or a prompt on one side and the information they need to remember on the other or put a word on one side and a definition on the other.

Examples:

Elizabethan England

Privy Council

- ① What did they control?
- ② What issues did they deal with?
- ③ Who did she need to appoint & why?
- ④ Who led the council?



Key themes in An Inspector Calls (4)

Responsibility - individual & collective within society; Priestley believed social responsibility - work together not against each other.

Gender - start of play presents stereotypical view that women are the weaker sex; power struggle between genders.

Class/Power/Wealth/Status - early 20th century class divide. Priestley wanted to bridge the gap between upper and lower classes; upper owned most of the land and had most money. Priestley wanted fairer social world rather than Capitalist, selfish; wanted to expose immorality of the elite.

Generations - older are set in ways, progressive younger generation are able to change.

DESERTIFICATION

- WHAT IS IT?
- CAUSES? (5)

→ THE TURNING OF SEMI-ARID AREAS (OR DRYLANDS) INTO DESERTS

→ CAUSES

CLIMATE CHANGE
- REDUCE RAINFALL
- RISING TEMPS
= LESS WATER FOR PLANTS

FUEL WOOD
- PEOPLE RELY ON IT
- REMOVAL OF TREES CAUSES SOIL TO BE EXPOSED

OVER-CULTIVATION
- CROPS GROWN IN SAME AREA TOO OFTEN
- NUTRIENTS USED UP
- CAUSES SOIL EROSION

POPULATION GROWTH
- PUTS PRESSURE ON LAND
- LEADS TO MORE DEFORESTATION
OVERGRAZING + OVERCULTIVATION

OVERGRAZING
- TOO MANY ANIM
- PLANTS EATEN FASTER THAN THEY CAN GROW BACK
- CAUSES SOIL EROSION

- Look at the flashcards and read aloud a few times. Then, look at the question / definition and try to remember the answer / description
- Shuffle the cards and do it again a couple of times.
- Now, try to look at the answer / description and try to remember the question / definition
- Shuffle the cards and do it again a couple of times.

- Put the cards that they know very well aside.
- Concentrate on the cards that they find harder. Write the information out several times using the look, cover, write, check method and then give them another go!

Research about study tells us that one of the most effective techniques for revision is to self-test. We know that this is what the most successful students do!

Self- quizzing requires you to recall information from memory. This not only highlights what they do or don't know, but also strengthens their ability to recall that information.

There are many ways to test knowledge:

- Turn over the flashcard and write down as much from memory as accurately as possible. Then flip and check the accuracy of what is written down. Use a different coloured pen to correct any errors and fill in any gaps.
- Make quizzes and tests to complete the next day or 2 days later to check how much they can remember.
- Encourage your child to create quizzes for their friends and swap
- Create a quiz based on the information your child needs to learn or encourage other family members to help out!

Push beyond “One and Done”

“While the brain is not a muscle that gets stronger with exercise, the neural pathways that make up a body of learning do get stronger, when the memory is retrieved and the learning is practised. Periodic practice arrests forgetting, strengthens retrieval routes, and is essential for hanging onto the knowledge you want to gain.”

Brown et al., *Make It Stick*, p.3.

Additional ways to support your child to have a positive learning experience

Learning at home with parents enables children to achieve more. When children talk openly with their parents about their day at school and other things, they will achieve more educationally than those who don't (Daniel, 2015).

A recent study identified key characteristics commonly associated with students who made good or accelerated progress during secondary school. We have summarised these characteristics into the following tips.

1. Get focused

Think!



- Am I organised?
- Am I conscientious?
- Am I determined to succeed?
- Am I concentrating when working at home or in school?
- Willing to go the extra mile

These are all important characteristics as they form the foundation for many students who make great progress!

How might you help your child?

- Use training in sport, practice and rehearsal in dance and music to demonstrate how focus and determination lead to improvement and success.
- Support with homework planning and provide incentives (and snacks!)

2. Accept and enjoy the challenge

Think!



- How do I react when I am asked to do something harder than usual?
- Am I prepared to work outside my 'comfort zone'?
- Will I sometimes take the harder option when given a choice?

Learning is rarely straightforward and so your son/daughter will come up against obstacles and difficulties.

How might you help your child?

- If your son/daughter describes their work as 'boring' or 'easy', encourage them to ask their teacher for something more challenging to try.
- Show your son/daughter how you enjoy a challenge by completing puzzles, crosswords or Sudoku together or do something different together – visit a gallery or museum, see a film or read a book - **then talk about it!**

3. Build on your strengths, work on your weaknesses

Think!



- How often do you reflect on your work?
- How often do you pin-point the things you need to work more on?
- How often do you tackle some of the harder pieces of work when you are fresh rather than


Your son/daughter knows probably better than anyone what he/she can do well and what is more difficult. Being honest and realistic about strengths and weaknesses is a key part of the learning process.

How might you help your child?

- Encourage your son/daughter to talk to you about the topics he/she finds difficult in different subjects.
- Help him/her to use the textbook and class notes for support and encourage your son/daughter to talk to their teacher as he/she will also want to help.

4. Learn to work on your own

Think!



- How do you work when you are on your own?
- Are you happy to work on your own at school as well as at home?
- Are you prepared to sort out things for yourself and use books and computer websites to help you?
- Do you have a few self-help strategies that work well for you?

Sometimes students just need to spend some time on their own to see if they can 'get their head round' what they are doing. They also need to know what to do if they get stuck.

How might you help your child?

- Encourage your son/daughter to make use of resources at school, e.g. from the department, library, website or learning resource centre
- Buy or borrow the revision guides the school recommends.
- Encourage re-visiting of lesson notes and re-reading of set texts.

5. Get the most out of working with others

Think!



- How do you get on when you are working with a group?
- Do you listen and make contributions?
- Do you try out your ideas and understanding on your friends and compare their approaches with your own?

Learning is often much more productive when you do it with others. Talking about ideas and comparing approaches can really help to improve understanding.

How might you help your child?

- If your son/daughter socialises with friends at home, encourage him/her to spend some time talking through homework together.
- Get your son/daughter to talk you through a piece of work, particularly if he/she is finding it challenging.

6. Stay positive – don't give up

Think!



- How do you react when your results are not as good as you'd expected them to be?
- If you don't achieve your targets this term how do you feel about next term's targets?
- How good are you at pulling yourself out of a bad patch?

Being resilient is really important. There will be times when things are just not working in certain subjects. Overcoming these difficulties can really motivate your son/daughter and help him/her to make even more progress in the future.

How might you help your child?

- Try to refocus your son/daughter on their longer term goals and targets and help him/her to identify the things to do to achieve these.
- Talk to you son/daughter about whether he/she need support from others to get back on track, e.g. their teacher or a learning mentor.
- Encourage your son/daughter to review his/her progress with you.

7. Be ambitious for the future

Think!



- What are your hopes and ambitions for the future?
- Do you have any idea of what you would like to do when you leave school?
- What qualifications are you likely to need to follow this aspiration?
- How far do you feel you are on track to achieve your aim?

Many students are motivated by career aspirations. Your son/daughter doesn't need to have a definite career in mind but it can be helpful to have some idea of what work in school might be leading to and whether he/she is on track to achieve his/her aim.

How might you help your child?

- Support your son/daughter in finding out about the qualifications needed to achieve his/her hopes and ambitions for the future.
- Encourage him/her to aim high – by trying to exceed the qualifications to keep options open.
- Talk to your son/daughter about your own career or the careers of other family members or friends.

8. Try and develop as many talents and interests as possible

Think!



- What do you like to do when you are not at school?
- Do you commit quality time to developing your talents or interests?
- Do you participate in any extra-curricular activities linked to the school?

Many students have talents and interests, such as those associated with music or sport. Committing time and energy to these can often have positive spin offs for other work in school. Extra-curricular activities can help to develop confidence, organisational skills, self-discipline and good communication skills.

How might you help your child?

- Encourage your son/daughter to continue with his/her interests or develop new ones.
- Encourage your son/daughter to participate in clubs or activities offered by the school.