

GCSE Parent Workshop

Mr Athwal and Ms McEvoy



ISAAC NEWTON
ACADEMY

Our core purpose

- At Isaac Newton Academy our aim is to equip every child with the knowledge, learning power and character necessary to succeed at university and beyond



Stepping up for KS4



A positive start to KS4

- Student choice
- GCSE success
- Partnership



Pastoral Team

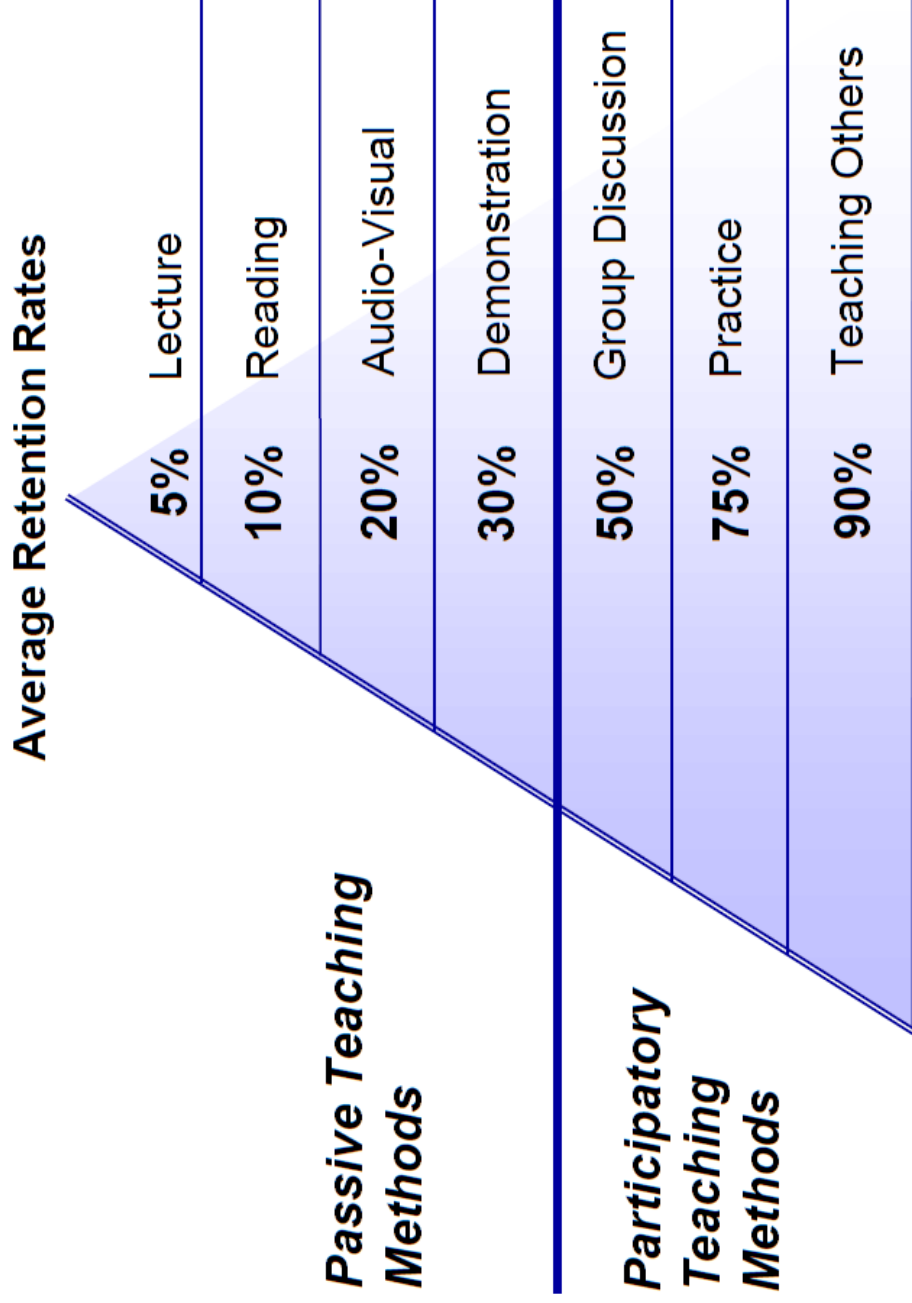


Tutor time

1. Silent reading/Revision
2. Subject Studies
3. News
4. Assemblies – Tuesday & Friday



The Learning Pyramid*



*Adapted from National Training Laboratories. Bethel, Maine

Independent Learning

Effective and routine Independent Learning is essential for ensuring a continuous, positive loop whereby the classroom experience sparks curiosity, leading to independent learning which informs the next lesson. Once the cycle operates seamlessly, students acquire knowledge, learning power and character.



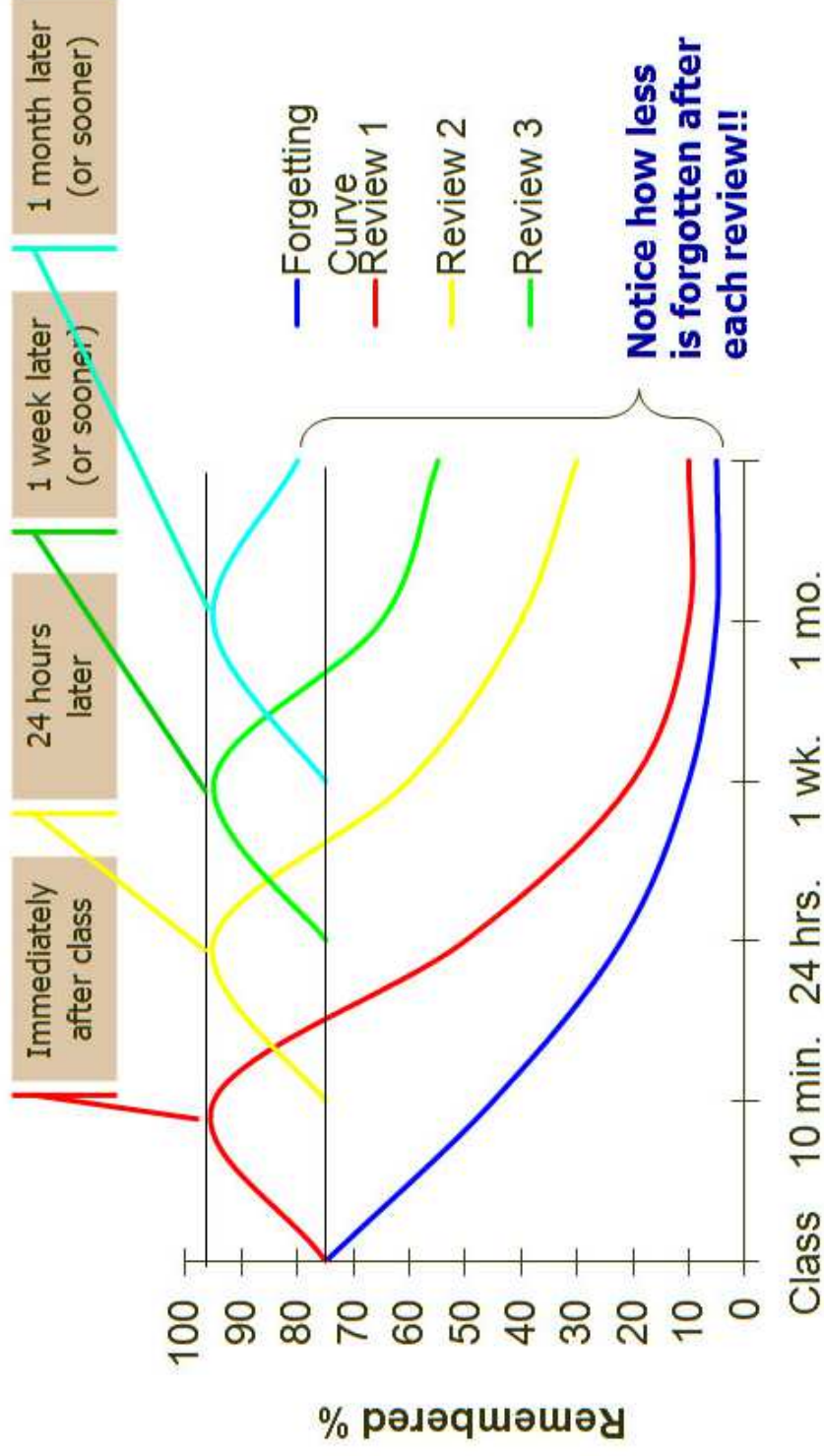
ILTT

| | |
|----|------------------------|
| Mo | Maths |
| | Triple (Chem/ Physics) |
| | Block A (p3&4) |
| Tu | English |
| | Double Science |
| | Triple (Physics/ Chem) |
| We | Block B (p5) |
| | Block D (p3) |
| Th | Maths |
| | |
| Fr | English |
| | Block C (p3) |

| | |
|----|------------------------|
| Mo | Maths |
| | Triple (Chem/ Physics) |
| | History |
| Tu | English |
| | Double Science |
| | Triple (Physics/ Chem) |
| We | Drama |
| | Biology |
| Th | Maths |
| | |
| Fr | English |
| | Graphics |



Overcoming the Curve



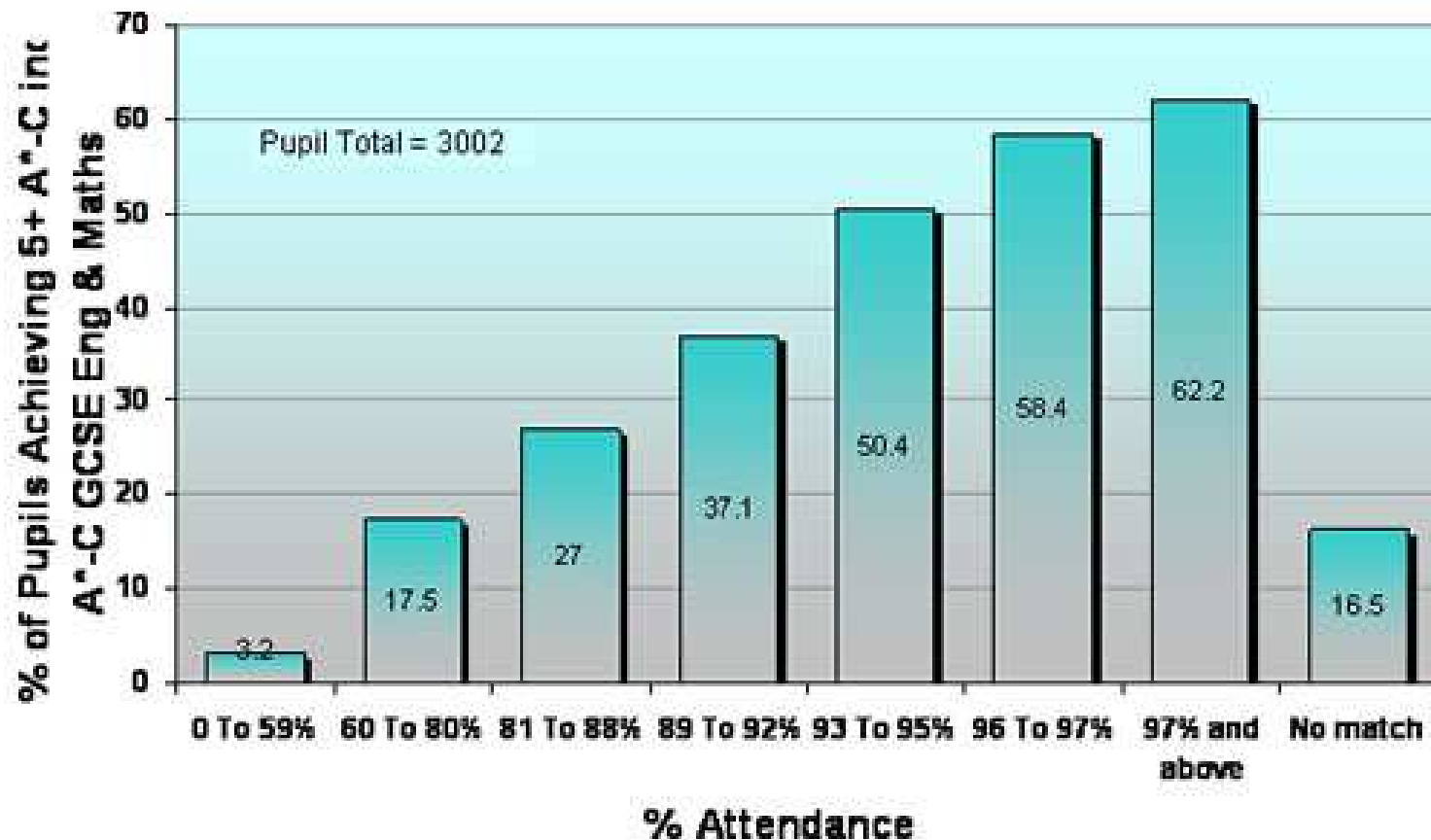
Year 10 reports

| | Working at Grade | Attitude to Learning | Target |
|---|------------------|------------------------------|--------|
| English Language <i>H. Atkinson</i> | 5 | Always meeting expectations. | 8- |
| English Literature <i>H. Atkinson</i> | 6 | Always meeting expectations. | 8- |
| Mathematics <i>A. Joseph</i> | 4 | Mostly meeting expectations. | 8- |

| | |
|--|---|
| Above and beyond expectations | The student meets and exceeds all the criteria of the code of conduct, displays excellent effort in completing class learning and independent learning, catches up any missed learning, habitually completes pre-learning or regularly attempts stretch and challenge tasks, supports the learning of other students and always contributes positively to the learning environment. |
| Always meeting expectations | The student meets all the criteria of the code of conduct, displays good effort in completing class learning and independent learning, catches up any missed learning, and contributes positively to the learning environment. |
| Mostly meeting expectations | The student mostly meets all the criteria of the code of conduct, usually displays effort in completing class learning and independent learning, usually catches up any missed learning and regularly but not always contributes positively to the learning environment. |
| Not consistently meeting expectations | The student does not consistently do some or all of the following: meet all the criteria of the code of conduct, display the expected effort in learning, complete class learning and independent learning to the required standard, catch up on missed learning, and contribute positively to the learning environment. |



Attendance matters



Work experience

- 3rd-7th July
- Students should be looking for placements – well done to those who already have one.
- Forms needs to be completed before Christmas.



What to aim for



The new grading system

- Grade 7/ Grade A
- Grade 4/ Grade C
- Grade I/ Grade G

- Goal: Grade 5+

| New grading structure | Current grading structure |
|------------------------|---------------------------|
| 9 | A* |
| 8 | |
| 7 | A |
| 6 | B |
| ⑤ STRONG PASS | |
| ④ STANDARD PASS | C |
| 3 | D |
| 2 | E |
| 1 | F |
| | G |
| U | U |



Progress 8 and Attainment 8

- Measures of student success at the end of year 11.
- Attainment 8 focusses on the results achieved in GCSEs
- Progress 8 focusses on whether students have met their target grades.



Summer 2017 GCSE results

- **85%** achieved 4 or higher in Maths & English
- **80%** achieved 4 or higher in at least 5 subjects including English & Maths
- **68%** achieved 5 or higher in at least 5 subjects
- Attainment 8 score was **5.6** (C+/B-)
- Progress 8 score of **1.0**



Fabulous GCSE results

- 31% of all entries were A*-A/9-7 (national 20%)
- 9% of cohort achieved 9 in Maths (national 3%)
- 6% of cohort achieved 9 in each English (national 3%)
- 11% achieved 8 or more A*-A/9-7
- 35% achieved 8 or more A*-B/9-6
- 37% achieved full ebacc



Entrance requirements for 6th form

| | | | |
|--|---|--|---|
| <p>A 4 A level route OR A 3 A level + AS Maths route:</p> <p>7 A*-C including English and Maths (9-4) of which at least 4 A*-A</p> | <p>A 3 A level + EPQ route:</p> <p>7 A*-C including English and Maths (9-4) of which at least 5 A*-Bs and a high level of completion of the MPQ</p> | <p>A 3 A level only route:</p> <p>7 A*-C including English and Maths (9-4) of which at least 5A*- Bs</p> | <p>A BTEC + A level route:</p> <p>5 A*- Cs including English and Maths (9-4).</p> |
|--|---|--|---|



| | |
|----------------------------|---|
| ART | Grade B in GCSE Art and Design |
| BIOLOGY | Grade 5 in English language, Grade 5 in Maths, Grade B in Triple Science. |
| BUSINESS BTEC | Grade 5 in English language, Grade 5 in Maths |
| CHEMISTRY | Grade 5 in English language, Grade 6 in Maths, Grade B in Triple Science. If you have studied Combined Science, Grades AB are preferred, BB are considered |
| COMPUTER SCIENCE | Grade 6 in Maths, Grade BB in Double Science or a Grade B in Physics. If you have studied GCSE Computing a Grade B is required. |
| ECONOMICS | Grade 6 in Maths and Grade 6 in English Language |
| ENGLISH LANGUAGE | Grade 6 in English Language and Grade 6 in English Literature |
| ENGLISH LITERATURE | Grade 6 in English Language and Grade 6 in English Literature |
| FRENCH | Grade B in GCSE French |
| GEOGRAPHY | Grade B in GCSE Geography |
| GOVT & POLITICS | Grade 6 in English Language Grade B in a Humanities subject preferred |
| GRAPHICS | Grade B in GCSE Graphics |
| HISTORY | Grade B in GCSE History |
| MATHS | A level Mathematics: Grade 7 preferred, Grade 6 considered in GCSE Maths |
| FURTHER MATHS | A level Further Mathematics: Grade 8 in GCSE Maths |
| AS MATHS | AS level Mathematics: Grade 6 in GCSE Maths |
| MUSIC | Grade B in GCSE Music and an interview where student can show appropriate levels of attainment in performance and theory for external candidates. |
| PE | Grade B in PE, Grade C in GCSE science |
| PHYSICS | Grade 5 in English language, Grade 6 in Maths, Grade 7 in Maths preferred, Grade B in Triple Science. If you have studied Combined Science, Grades AB are preferred, BB is considered. |
| PSYCHOLOGY | Grade 6 in Maths, Grade 6 in English language |
| RE | Grade B in Religious Studies. |
| SPANISH | Grade B in GCSE Spanish. |
| THEATRE STUDIES | Grade 6 in English Language or Literature. Grade B in GCSE Drama if taken. Interview required if GCSE Drama not taken. |

Subject entrance requirements

- Reviewed each year
- Grade 6



Supporting your child



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Support from INA

- Fronter
- Edmodo
- Library
- ICT rooms
- Teachers and HODs
- PSHE & form time



GCSE Success leaflet

Languages Department:

French

Ms J Spencer

Specification and board: Edexcel

2FR01

Textbook:

Edexcel GCSE French Higher (Pearson)

Other reading:

Regularly listen to a French radio station

Watch French films (list on Fronter)

Read great French literature (list on Fronter)

Read French newspapers online, e.g. Le Monde

Use the websites Linguascope and Vocab Express French

Controlled assessments:

Speaking 1 in Autumn 2015, Writing 1 in Spring 2016, Speaking 2 and Writing 2 in Summer 2016

Speaking 3 and Writing 3 in Year 11



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Parental support is fundamental

“Parental support is **eight** times more important in determining a child’s academic success than social class. The campaign for learning found that parental involvement in a child’s education can mean the difference between an A* grade and failure at GCSE.”

Times Educational Supplement



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How can you support your child?



How can you support your child?

- Promote healthy habits and routines



How can you support your child?

- Help them plan and manage their time

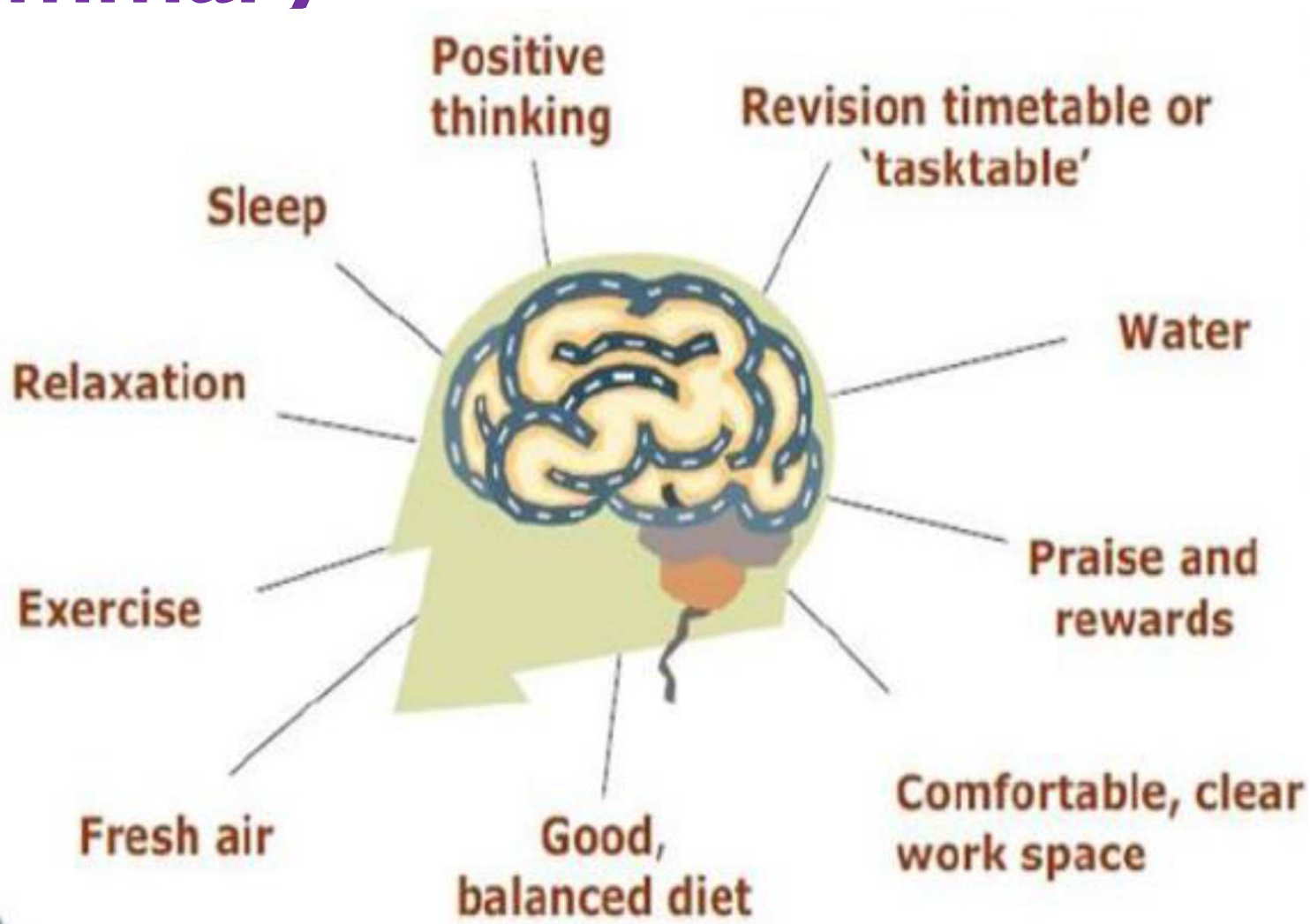


How can you support your child?

- Show an interest
- Communicate
- Keep up-to-date



Summary



Next steps



Our core purpose

- At Isaac Newton Academy our aim is to equip every child with the knowledge, learning power and character necessary to succeed at university and beyond



Top universities



- What they're not looking for:
 - Someone from a particular background
 - A genius
- What they are looking for:
 - Academic potential
 - Evidence of academic achievement
 - Clear interest in the subject you are applying for



What can you do now?

- Work hard
- Start engaging with 'supercurricular' activities
- Think about A level choices

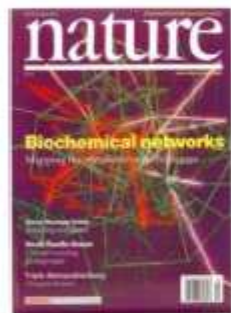
WORK
HARD



Supercurricular resources



92-95 FM



UCAS



TED
IDEAS WORTH SPREADING

The
Economist



Supercurricular resources

- iTunesU app (free podcasts)
- www.futurelearn.com (free online courses)
- 'Very Short Introduction' books
- BBC iPlayer documentaries
- Local museums
- Relevant work experience

