

Year 10 Information Evening

12th November, 2019



Year 10 Timeline: Key Milestones

1. Year 10 RA (December 2019)
2. Year 10 Reports (February 2020)
3. Year 10 Exam Week (w/b 22nd April 2020)
4. Year 10 Parents Evening (11th June 2020)
5. Year 10 Exam Resits (September 2020)*

GCSEs: What are our aspirations?

- Grades 8-9 = A*, Grade 7 = A, Grade 6 = B,
- Grade 5 = C+ / 'good' pass, Grade 4 = C- / pass
- Points for all the GCSEs will be on a 1-9 scale
- Candidates must achieve a minimum of 48 points at GCSE in order to be eligible for Cranbrook Sixth Form, September 2020 entry
- At least a Level 5 in English and Maths at GCSE is an aspiration.
- At least a Level 6 in subjects chosen is a requirement.
- At least meeting Value Added Score (VA) in each subject is an aspiration.



How do we assess and progress?

- Reported Assessments
- Subject teacher led formative and summative assessment
- 1:1 Tutor Reviews
- Active target setting and assessment of impact

October's Reported Assessment (RA)

RA Grade: This is the student's current working level and is entered by the class teacher. It is based on the recently set RA (Reported Assessment).

Expected Grade at GCSE (CAT Baseline score): This is the minimum grade that the student is expected to achieve in each subject at the end of the GCSE course. It is set by CAT tests sat in Year 7 or Year 9 and cannot be amended.

This GCSE grade is calculated automatically from previous CAT data.

End of Year (EOY) Aspiration Grade: This is the grade that students should be aspiring to reach at the end of this academic year. It should be challenging, but also attainable with the correct application. It is set by the class teacher, using their professional judgement, acknowledging both current performance and the CAT Baseline score.

In the case of Year 10 these will be a numerical GCSE grade: 3, 3.5, 4, 4.5, 5, 5.5, 6, 6.5, 7, 7.5, 8, 8.5, 9

The reporting of Year 10 student progress to parents is currently under review. More details will follow with the December RA.

Behaviour:

- 1 = Outstanding
- 2 = Good attitude
- 3 = Mostly satisfactory but some issues
- 4 = Consistently unsatisfactory

Attitude to Learning:

Performance of the student as a learner.

- 1 = Outstanding attitude
- 2 = Good attitude
- 3 = Working at a basic level
- 4 = Unsatisfactory attitude

Homework:

- 1 = Outstanding
- 2 = Good
- 3 = Mostly satisfactory but with some issues
- 4 = Persistent issues

Traffic Light:

Exceeding (E) = The RA grade achieved exceeds expected progress

Green (G) = The RA grade achieved is in line with expected progress.

Amber (A) = The RA grade achieved is below expected progress.

Red (R) = The RA grade achieved is significantly below expected progress

Year 10 Culture

- Important to hit the ground running
- Harnessing challenge, topics and skills.
- Organisation, consolidation and revisiting
- Celebrate effort and perseverance as well as academic success.
- Healthy balance in developing a well rounded individual.
- Celebrate involvement outside of school. Do let us know.



Year 10 - Study Skills & Revision

- All GCSE courses are linear.
- Exams test learning not memory.
- Maintenance of excellent exercise books is a must
- An early and regular reflective focus on your own subject and course understanding.
- Build in regular reflection of your own subject and course understanding.
- Certain techniques work best
- Revision and reflection needs to be active
- Planning is essential
- Work in a comfortable location, free from distractions
- Keep positive. Keep healthy and enjoy life!

Rewards

- Year 10 - an exciting and challenging year.
- Important to celebrate effort and perseverance as well as academic success.
- Healthy balance in developing a well rounded individual.
- Pupils receive merits and behaviour points based on their performance and attitude to learning.*
- Wider support and intervention including bespoke reports and continuous review.
- Years 9-11 rewards were last month reviewed by the Junior School Council (JSC). (Milkshake vouchers, early lunch passes and lunch priority at key times.)
- Celebrate involvement and achievement outside of school...
...Please do let us know!

**Please keep checking Portal!*

Sanctions

- Behaviour 'hits'
- Lunchtime detentions (work & behaviour)
- After school Tuesdays
- Saturdays...
- Accompanied by wider learning and pastoral support, as is appropriate.

- *Accountability and high standards are important.*

Login to Parent Portal!

Setting challenges and sharing in having high aspirations for all

- Every child matters.
- Nurturing a thirst for knowledge & skills and setting students on a pathway to be life long learners
- Gifted and talented - not only academically outstanding, but are creative, have good leadership skills, have adaptive decision-making and good organisation.
- Department links to 'Russell Group' universities to enhance aspiration and subsequent applications to higher education.
- To continue to support involvement in the school's co-curricular programme.

Setting challenges and sharing in having high aspirations for all

- Use of subject prefects as mentors for lower year groups (Maths, MFL and Biology)
- Guest speakers discussing topics not on the exam syllabus.
- Subject trips
- Online forums that all Cranbrook students in Years 10 & 11 have access to (GCSE Pod, Educake, Seneca)
- Huge number of clubs and teams. (Biology - dissection society, MedSoc; Physics - CADSAS; robotics, engineering, electronics group; MFL - translation clubs)
- Use of ICT (Geography - twitter account that shares readings and articles; Maths - My Maths)
- Music - wealth of extra-curricular assemblies, public performances, ABRSM exams.
- Drama - clubs, public performances.
- PE - huge range of clubs and teams, regular fixtures and regional competitions, recommending students for county trials, students playing with higher years, tours, regular updates in assemblies and celebration evenings.

Activities to challenge and promote deeper learning

- Wider reading lists
- A focus on hierarchical and open questioning.
- Inquisitive student-led learning .
- IT used to advance learning in all subjects.
- Homework - differentiated to extend learning from lesson.
- KS4 Independent Study Homework booklet

Sixth Form Entry

Curriculum Option Choices 2020 Entry *

Art	Geography
Biology	Government & Politics
Chemistry	History Early Modern
Classical Civilisation	History Later Modern
Economics	Mathematics
English Literature	Drama & Theatre
French	Philosophy & Ethics
Further Mathematics	Physics
	Psychology
	Spanish

* Under review



Work Experience 2020

One or two weeks in late June/
early July 2021

Well Being & Safety

- Mental well being
- Communication - an open dialogue
- School - Life balance
- Online behaviour & e-safety

Pastoral Care

- The House system
- Tracking; academic and pastoral
- Student support; Tutors, SENCO, EAL, Counselling, Student listeners. Child Protection, Med-centre, outside agencies and charities
- Issues; Friendships, growing up, changing and developing ...
- Don't believe everything that you hear!
- Partying
- Issues; Social media, cyber bullying, snap and send ...
- It's a team effort; communication is the key



Cranbrook School: *Communication*

The pathway/process;

Early flagging up and communication with Form Teacher or Head of House.

Subsequent support pathways will be bespoke to the individual but there are constants;

Discreet, non-judgmental and empathetic communication

Flagged with relevant internal staff (whether it be Leadership Group, class teachers, support staff, SENCO, school counsellor, and/or external agencies).

Subsequent open dialogue.



Safeguarding (Protecting ourselves)

Advice

- Make sure you are aware of your child's digital footprint and its potential impact
- Password and privacy settings (protect him/her now and in the future)
- Explore parental controls
- Encourage a culture of transparency - communicate with him/her on where they are going; the benefits as well as potential vulnerabilities
- Encourage a timely 'switch off'
- www.thinkuknow.co.uk

How best can you support your child?

- Continual communication with them & with us (Tutor/Head of House)
- Pre-emptively keeping abreast of the Year 10 timeline
- An early focus on reflection and revision - the long term approach
- Building and managing expectations
- Reminding them of the bigger picture
- Keeping a close eye on their mental well being (anxieties, stress, focus & confidence)
- Positive reinforcement . A happy person **will** achieve their potential.



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