

**Welcome to our
Key Stage 3
Information Evening**

Mr C Reed Assistant Head

Ms A Allender Learning Coordinator Year 8

New GCSEs - How have they changed?

2015: New (9-1) GCSEs in Mathematics, English Literature and English Language

2016: New (9-1) GCSEs in all subjects at Cotham apart from Psychology, Child Development, Graphic Products and Resistant Materials (A*-G)

2017: All remaining GCSEs will have reformed and all GCSEs will be graded using the new 9 (high) to 1 (low) grades



With the new GCSE

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- broadly the same proportion of students will achieve a grade 1 and above as currently achieve a grade G and above
- 5 will become the 'new' benchmark



New GCSE Grading Structure

| NEW GCSE GRADING STRUCTURE | CURRENT GCSE GRADING STRUCTURE |
|----------------------------|--------------------------------|
| 9 | A* |
| 8 | |
| 7 | A |
| 6 | B |
| 5 | |
| 4 | C |
| 3 | D |
| 2 | E |
| 1 | F |
| | G |
| U | U |

GOOD PASS (DFE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

What do we know about the new GCSEs?

- New, more demanding content, which has been developed by the government and the exam boards.
- Courses will be designed for two years of study – students will take all their exams in one period at the end of their course.
- A grade 5 in the new GCSEs will be the ‘new’ benchmark. This will be harder to achieve than the current Grade C.

KS3 Monitoring Sheet

| SUBJECT | ATTITUDE TO LEARNING | HOMEWORK | CURRENT ATTAINMENT |
|----------------|-----------------------------|-----------------|---------------------------|
| Maths | E | G | Exceeding |
| English | G | G | Working at |
| Science | G | U | Working towards |
| Drama | U | G | Working below |

Attitude to Learning and Homework will be graded as either Excellent, Good or Under-performing.

Current Attainment will be graded as:

Exceeding
Working at
Working towards
Working below



What do they mean?

Exceeding the standard expected of a child at their age

Working at the standard expected of a child at their age

Working towards the standard expected of a child at their age

Working below the standard expected of a child at their age



What do they mean?

Exceeding the standard expected of a child at their age
and therefore on track to achieve a GCSE Grade 7+ (the old A)

Working at the standard expected of a child at their age
and therefore on track to achieve a GCSE Grade 5+ (the old C+)

Working towards the standard expected of a child at their age
and therefore on track to achieve a GCSE Grade 3+ (the old E)

Working below the standard expected of a child at their age
and therefore on track to achieve a GCSE Grade 1+ (the old G)



Key events and activities...

Monitoring sheets will be sent to parents:

Year 8 - December 2016

Year 9 - January 2017

Year 7 - February 2017

These monitoring sheets will contain the new Current Attainment descriptors.



So where do I come in?

1. Home learning and revision will be important consolidation and something that your child will need to complete regularly.
2. Support at home, quiet work space, equipment they need
3. Talk to them about their school work, get them to explain what they've done in school
4. Be interested and engaged
5. Help them with organising themselves, check their planners weekly, ask to see their homework
6. Allow them to Post-it your house with key / trigger words
7. They need good sleep and nutrition
8. They need balance



“How do I revise?”

Revision is: Successfully understanding, retaining and then recalling information.

Revision can be broken into 4 sections to make it less daunting:

- Understanding - class notes, websites, VLE
- Condensing - flow diagrams, mindmaps, bullet points, flash cards
- Memorising - visually and auditory and with movement
- Reviewing - 10 mins, 1 day, 1 week, 1 month



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How can you support your child?



"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"



Where to get help?

- The KS3 Curriculum Booklet - advice and information about the content being studied in each year, the assessment points in the year, useful sources of revision
- The VLE - go to website, menu, parents and carers
- For non subject queries, talk to your child's tutor
- For subject queries, talk to your child's teacher
- For wider learning queries, talk to your child's Learning Coordinator
- Ms S Wood (7)
- Ms A Allender (8)
- Ms A Beynon (9)

The KS3 Curriculum Booklet detailing the content of the work being covered in each subject in each year will be emailed to all parents soon. A link will also be on the school website.



Questions from you



Thank you for coming

