

# Key Stage 4

## Parent / Carer Information Evening

### Tuesday 1st October 2024



## Information for parents / carers and students in Year 10 and Year 11.

6.00pm to 6.25pm: Welcome and talk in the Theatre

6:30pm to 7:25pm : 3 subject talks on a carousel in the Sixth Form

6.30 to 6.45

6.50 to 7.05

7.10 to 7.25

Year 10 on the first floor and Year 11 on the ground floor.

Please follow this schedule, for example if you have a green ticket please go to Maths then Science and finally English.

	carousel 1	carousel 2	carousel 3
Maths			
English			
Science			

To **aspire**, **endeavour** and **thrive** together.

## Welcome to Key Stage 4

### Who to contact

<p><b>Year 10 Tutors</b> Mr J Pearson Mrs L Wood Mr J Hartley Mr M Bousie Mr M Emery Mrs M Miller Mr R Costelloe Mrs S Skelding</p>	<p><b>Year 11 Tutors</b> Mrs J Cloarec Mr D Elliot Mr S Renshaw Mr E Mailey Mr D Paterson Mr T Scarff Miss E Troisi</p>
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To contact a tutor please email either the year team via addresses below or send an email to [info@glossopdaleschool.org.uk](mailto:info@glossopdaleschool.org.uk)

<p><b>Head of Year 10</b> Mr M McCrorie <a href="mailto:mmcrorie@glossopdaleschool.org.uk">mmcrorie@glossopdaleschool.org.uk</a></p> <p><b>Year 10 Manager</b> Ms E Quinn <a href="mailto:equinn@glossopdaleschool.org.uk">equinn@glossopdaleschool.org.uk</a></p> <p><b>Y10 / Y11 Manager</b> Mrs H Ashworth <a href="mailto:hashworth@glossopdaleschool.org.uk">hashworth@glossopdaleschool.org.uk</a></p>	<p><b>Head of Year 11</b> Miss S Jones <a href="mailto:sjones@glossopdaleschool.org.uk">sjones@glossopdaleschool.org.uk</a></p> <p><b>Year 11 Manager</b> Ms T Battens <a href="mailto:tbattens@glossopdaleschool.org.uk">tbattens@glossopdaleschool.org.uk</a></p> <p><b>KS4 Administrator</b> Mrs L Hoyle <a href="mailto:lhoyle@glossopdaleschool.org.uk">lhoyle@glossopdaleschool.org.uk</a></p>
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<p><b>AAHT Progress and Attainment KS4</b> Miss L Geary <a href="mailto:lgeary@glossopdaleschool.org.uk">lgeary@glossopdaleschool.org.uk</a></p> <p><b>AHT Sixth Form and KS4</b> Mrs F Flaherty <a href="mailto:fflaherty@glossopdaleschool.org.uk">fflaherty@glossopdaleschool.org.uk</a></p> <p><b>Deputy Headteacher - Curriculum, Progress and Attainment</b> Mrs C Jesson <a href="mailto:cjesson@glossopdaleschool.org.uk">cjesson@glossopdaleschool.org.uk</a></p>
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### **Our School Routines**

We have a number of culture and learning routines embedded into our school culture. These routines ensure that parts of the day are predictable and students know what to expect. This frees up time to focus on learning.

#### **Morning Welcome**

We start the day with a morning line up where tutors, year teams and teachers meet students outside (unless the weather is wet). Messages and year group successes and achievements are shared. We then enter the building together in a calm and orderly manner.

#### **Entrance and Exit Routines**

The start and end of every lesson is conducted in a calm and orderly manner. Students line up to come into the classroom, with a teacher on the threshold to welcome them to their lesson. At the end of every lesson, students are dismissed by the teacher and quietly make their way to their next lesson.

#### **Transition**

Movement around the school is also conducted in a calm and orderly manner. One way corridors and stairs ensure a smooth flow of people around the site. Our 'keep to the left' routine in two way areas means that all students can transition with pace and purpose and arrive at their next lesson ready to learn.

#### **Non Verbal Signals: hand up for silence.**

When a teacher needs students to listen and pay attention, the teacher will raise their hand and wait for the group to be quiet and listen. This creates a calm focus both in and out of lessons and prevents raised voices.

### **Learning Routines**

**Do Now** - All lessons start with a Do Now activity. This is an achievable short task, often recalling past knowledge and all students complete this in silence. The Do Now enables the learning to start straight away and creates a very calm start to every lesson.

**Cold Calling** - This involves a teacher selecting a student to answer a question, rather than 'hands up'. Cold calling ensures that all students in the class are engaged and involved in the lesson and all students are expected to participate in an active and engaged way.

**No Opt Out** - Students are discouraged from saying '*I don't know*' in response to a question. If a student is struggling with an answer, the teacher will either provide prompts, students will look in their books for the answer, or include responses from other students to ensure everyone understands the question and answer.

**Say it again, say it better** - This technique encourages students to elaborate on their initial answers, either by adding more depth or using specialist terminology. This is an essential exam skill, as the top grade answers are the ones which have been fully explained, use specialist terminology accurately and contain relevant detail. Students are coached to expand on their responses through this 'SIASIB' technique.

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### Attendance and Punctuality

Students with less than 97% attendance are statistically more likely to see negative progress and achievement in their exam results. On average, every 15 days of learning missed throughout their time in secondary school can lead to at least one grade less in one subject. In contrast students with little or no absence from school are twice as likely to achieve at least 5 grade 5s or above in the GCSE (or vocational equivalents).

As a school we are committed to monitoring and where necessary improving attendance of our students. The weekly attendance data is shared with students in tutor time and timely intervention and support is provided for those students who dip below good attendance. As a parent / carer your support in ensuring your child's attendance remains as close to 100% as possible is critical in supporting them through their qualifications..

0 days off school in a year 0 lessons missed	100%	Perfect attendance
2 days off school in a year 10 lessons missed	99%	Excellent attendance
5 days off school in a year 25 lessons missed	97%	Good attendance
10 days off school in a year 50 lessons missed	95%	Slightly below average attendance
14 days off school in a year 70 lessons missed	93%	Poor attendance
20 days off school in a year 100 lessons missed	90%	Very poor attendance

Minutes late to school	How this impacts on your attendance in % over 1 year	Impact in hours
5 minutes per day	98.6%	15.8
10 minutes per day	97.3%	31.6
15 minutes per day	96%	47.4
20 minutes per day	94.7%	63.2
30 minutes per day	92%	94.8

**Punctuality** to school and lessons is also closely monitored. The school day and start to every lesson is carefully planned to maximise learning opportunities. If a student arrives late to lessons, they will miss essential lesson content and Do Now activities. The Year Teams monitor punctuality and address any issues as they arise.

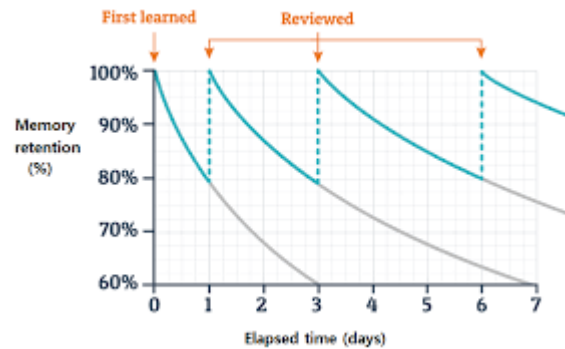
**Please note that term time holidays will not be authorised. If your child is in Year 11, please do not book any holidays in the summer term until after the last exam, which is currently scheduled for the 20th June 2025.**

**Study skills and revision techniques**

Our assembly schedule and Personal Development programme is designed to support our students with study skills and the revision techniques needed to help them to prepare for their GCSE exams and vocational course assessments. A selection of materials can be found on the revision pages of the School website and links will be shared throughout the year.

**Independent learning and home study**

Successful students spend time outside of lessons, completing homework and reviewing their learning. The Ebbinghaus forgetting curve shows how revisiting material taught in lessons can help to embed this knowledge in long term memory.



Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before school							Football training
School Day						Check for any outstanding HW and complete it	
3-4pm	Maths HW club	Walk dog	Science club	Training / sport	Out with friends		
4-5pm	English / Geography	History / Maths	English / Beliefs & Values	Art / Comp Sci / music			Pack bag for school / sort uniform
6-7pm	Eat						
7-8pm	Watch TV						

**Weekly timetables** of studying after school and / or at the weekend should be put into place. Time to relax, exercise and complete hobbies should also be added to the planner. Good study habits at the start of the year will make revision and exam preparation easier to engage with when required.

**Quiet space and equipment**

Your child will need somewhere quiet and away from household noises and distractions to complete their work, ideally this will be at a table or desk. Having the correct equipment and stationery is also important. All students should have red and black pens, pencils, ruler, calculator, protractor as a bare minimum. Flash cards, highlighters, post-its, notepads and other revision items will also prove to be useful.

**Staying healthy - physical and mental health**

Sleeping properly, eating healthily, drinking plenty of water, exercising and spending time talking with family and friends are all essential healthy habits that you should encourage your child to maintain. Exams are stressful and students who have disrupted sleep, poor diet and limited social support are more likely to struggle with their mental and physical health when the exams season starts.

More advice on mental health for teenagers can be found at <https://www.youngminds.org.uk/> or <https://www.healthyyoungmindslsc.co.uk/home>

## **Revision strategies**

### **Cornell notes**

This is a popular way of note taking as it allows for summarising and organising information in a logical way. The central area is used to take notes, however two areas are ruled off for a specific focus. A column to the left of the page is used for keywords and subject specific terminology. An area below the notes is ruled off for summary information and key points.

<https://gcserevisionbuddy.co.uk/how-to-make-effective-revision-notes/>



### **Flashcards**

Lined or plain record cards are a great resource for creating flashcards. Key information, summary points, key words, diagrams, images; all sorts of information can be added to a flashcard. They can be collated into topics and held together with a treasury tag or paper clip. They are small enough to be carried to school, or even taken on long car journeys or trips away! The Leitner Method is a useful strategy to prioritise which cards to focus on and which to review less frequently.

### **Dual coding**

Early humans made cave drawings long before written words. Our brains like images and colour, so dual coding is a useful way of linking key information with images. Students can create their own images and symbols for specific topics or information. These visual images will then help to prompt deeper more detailed knowledge.

### **Knowledge organisers**

These are one page, whole topic summaries. Information is often boxed or organised into chunks. Colour, images and text are used to summarise key information to allow a whole topic and all of its content to be seen in one go. Encourage your child to create their own using A4 / A3 paper, or use lining paper and cut it into poster sized pieces.

### **Method of Loci (aka Memory Palace)**

This method involves pairing familiar places or routes with key information. Get your child to visualise a familiar place, such as their bedroom. Imagine moving around the room in a clockwise direction, note all of the furniture and items as you go. Now identify a list of events or objects that need to be remembered. For example ingredients for a recipe. Now visualise the room and place the items for the recipe on the items in the room. For example eggs may be rolling along the bookcase, there is self raising flour jumping about in a rug, some milk is in a pair of shoes and butter cubed is stuck to the bulb on a lamp. The more odd or extreme the image, the more likely it is to be recalled.

For more revision advice go to the revision pages on the School [website](#)



**ASPIRE events**

Throughout the year a number of extra curricular and supra curricular events and activities take place; these are designed to stretch and challenge our most able students and raise the aspirations of all students to believe in themselves and to achieve their full potential.

These opportunities include Duke of Edinburgh Award, Sports Leadership, STEM events, University talks, Choir, Sports, Student Council, Student Leadership, Young Musician of the Year, UKMT Intermediate Maths Challenge, Writing competitions, Discover US Sheffield University Programme, English Masterclasses - to name just a few!

All students in Year 10 and Year 11 are actively encouraged to engage with these additional enrichment activities as they will not only contribute to a wide range of skills and qualities, they also add value to personal statements, as well as apprenticeship, university and job applications.

<https://ukmt.org.uk/intermediate-challenges>

<https://www.dofe.org/>

<https://www.stem.org.uk/>

## GCSE Grading

What do the grades mean?

The GCSE grading system in England runs on a scale of 9 to 1. The highest you can get is a grade 9, with 1 being the lowest. The system was introduced in 2017, replacing the old A\* to G system.

In the current system a 9,8 and 7 are equivalent to A\* and A. A grade 4 is equivalent to an old C, known as a standard pass. A grade 5 is a strong pass.

Our progress reports will enable you to track your child's progress against their MEG ( minimum expected grades). Colour coded for ease, these provide you with details of where your child is currently making progress, their predicted grades and next step actions. The attitude to learning column is the one area your child can focus on as a good or excellent attitude correlates positively with progress and attainment in lessons.

A*	9
A	8
	7
B	6
C	5 (strong pass)
	4 (standard pass)
D	3
E	2
F	1
G	
U	U

**Targets**  
These have been arrived at using the student's prior attainment information. Our targets are challenging, and we encourage all students to strive for the highest grade they can.

**GCSE forecast**  
This shows how we would expect them to achieve in each subject at the end of the qualification if they continue to work as they are now. Each subject has been colour coded in relation to prior attainment.  
**Comparison** to the previous tracking is represented by =, - or +.

**Next Step Action**  
This shows students how they can specifically improve in each subject.

Glossopdale School & Sixth Form  
Elsa Cavallari  
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**Gold** = above expected for their prior attainment.

**Green** = at expected for their prior attainment.

**Amber** = below expected for their prior attainment.

**Red** = significantly below expected for their prior attainment.

**Attitude to Learning**  
This is a judgement from "Excellent" to "Good" to "Satisfactory" to "Below Expectation".

Subject	Targets				Comparison	Next Step Action	Attitude to Learning
	Expected	Aspirational	GCSE Forecast				
English Language	5	6	5	=	When writing, try to use a non-linear narrative or a circular structure.	Excellent	
English Literature	5	6	4	=	When analysing, explore layers of meaning.	Excellent	
Maths	5	6	3	-	You need to work on your shape and space skills which include transformations and angles.	Good	
Science	5	6	4	=	To progress you should practise calculation questions and make sure you show your full working out to get maximum marks	Good	
Art	5	6	6	-	Show a fluent use of specialist vocabulary in all sketchbook annotation.	Good	
History	5	6	5	=	Make links between the inferences you make from historical sources and your own knowledge.	Excellent	
PE Core			WTL1		Develop the key attributes that make a successful leader in sport.	Good	
Psychology	5	6	6	=	Ensure you use key terminology when describing and evaluating the Von Frisch and Yuki named studies.	Excellent	
Belief & Values					Offer more detailed explanations in discussions.	Good	

Attendance (%)	Number of Authorised Absences	Number of Unauthorised Absences	Number of Possible Sessions	Number of Lates	THRIVE Points	Behaviour Points	Total Points (Year 11 Average)
88	10	0	87	1	31	5	26 (31)

THRIVE points are the positive points rewarded. Behaviour points are the negative points. The total average for the year is shown so you can see how your child compares to the year group. Further details can be found on ClassCharts.

To **aspire**, **endeavour** and **thrive** together.



**Key Dates for students in Y10 and Y11 2024 - 2025**

<b>Date</b>	<b>Event</b>
1st October	Parent Information Evening (PIE) - KS4
3rd - 6th October	Paris Trip
24th October	Y10 Thrive Day
11th November onwards	Y11 Mock Exams
20th November	Maths Challenge - Aspire
22nd November	Y10 Geography Fieldwork **
27th November	Sixth Form Open Evening
28th November	Ski Trip meeting
3rd December	Perf Arts Dress Rehearsal
5th December	Music concert
6th December	Geography Fieldwork - Y11
10th December	Y11 Thrive Day
19th December	Carol Service
19th January 2025	Parents Evening - Y11
15th January	Y10 Thrive Day
22nd January	Y11 Thrive day
29th January	UKMT challenge - Maths
4th February	Y11 Science Live trip
10th February	MFL Speaking mocks - Y11
13th February	Young Musician of the Year
15th February	Ski Trip - Italy
25th February	Y11 Mock Exams start
11th March	Y10 THRIVE day
20th March 2024	Y11 Parent Information Evening - exam information
23rd April	BTEC performing arts exam (evening)
22nd April	MFL speaking GCSE - Y11

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24th April	Parents Evening - Y10
2nd May and 7th May	GCSE - Art / Textiles exam - Y11
12th May 2025	External Exams (GCSEs) Start - Y11
2nd May	Y10 French speaking mocks
9th June	Trial exams - Y10
30th June	Y10 Geography Fieldwork
2nd July	Art and Textiles exhibition
3rd July	Performing Arts concert
4th July 2025	Prom - Year 11 - Old Trafford - 'theatre of dreams'
10th July	DofE Expeditions - bronze and silver
16th July	Y10 Celebration Evening
21st August 2025	GCSE Results Day/Sixth Form Enrolment

### Passport to the Prom

Year 11 students begin the year with the assumption that they are all meeting our school expectations and therefore all students are currently eligible to purchase a ticket to join us at the prom. The Year 11 staff would like nothing more than for all students to celebrate their last 5 years in secondary education, before joining the Sixth Form or taking up an alternative pathway, on this occasion and so we always begin the year with all students being allocated their 'Passport to the Prom'.

The 'Passport to the Prom' criteria is based on a student's THRIVE achievement points and calculated towards the end of Year 11. Final eligibility to attend the prom will be allocated to students who have met our high expectations of behaviour and conduct around the school. As we start with the assumption that all Year 11 students are currently meeting our expectations the passport is theirs to keep or, equally, theirs to lose. Final decisions will be made when tickets go on sale during the summer term but we are clarifying the criteria at the start of Year 11 for transparency and to give all students a fair chance to retain their passport as the year progresses.

**Year 11 Trial Exams - Provisional Information**

Students must attend school as normal, exams start at either 9am or 1pm. Assemblies prior to exam week will share important information with the year group.

<b>Subject</b>	<b>November 2024</b>	<b>March 2025</b>
English	AQA Language Paper 2 1 hr 45	AQA Literature Paper 2**: Section A- An Inspector Calls by J.B. Priestley Section B- Power and Conflict poetry Section C- Unseen poetry
Maths	3 papers: all 1hr 30 each Paper 1 – non calculator – 80 marks Paper 2 – calculator - 80 marks Paper 3 – calculator - 80 marks	3 papers: - all 1hr30 each Paper 1 – non calculator – 80 marks Paper 2 – calculator - 80 marks Paper 3 – calculator - 80 marks
Science (separate)	Paper 1 - 1hr45 Separate Biology , Chemistry and Physics papers	Paper 2 - 1hr 45 Separate papers for Biology, Chemistry and Physics
Science Trilogy	Paper 1 - 1hr 15 Higher or Foundation - Ch / Bio / Ph	Paper 2 - 1hr 15 Higher or Foundation Bi / Ch / Ph
History	Paper 1 - Conflict and Tension 2hrs	Paper 2 - 2hrs
Geography	Combination of P1 and P2 - 1hr30	Combination of P1 and P2. - 1hr30
French	Writing, Speaking, Listening and Reading assessments	Writing, Speaking, Listening and Reading assessments
Psychology	Paper 1 - Cognition and behaviour 1hr 45	Paper 2 Social context and behaviour, 1hr45
DT	Paper 1 - 2hrs	Paper 1 2hrs
Catering	Paper 1 - 1hr 30	Paper 1 - 1hr 30
Music	Paper 1 1hr15	Paper 1 - 1hr15
Imedia	Paper 1 - 1hr30	Paper 1 - 1hr30
Art / Textiles	5hr all day assessment.	x
Computer Science	Paper 1 - 1hr 30	Paper - 1hr30

**Year 10 Trial Exams - June 2025 - Provisional information**

Detailed exam timetable will be shared prior to these exams

English	AQA Literature Paper 1: Section A- Macbeth by William Shakespeare Section B- A Christmas Carol by Charles Dickens (1h 45)
Maths	Paper 1 – non calculator – 80 marks – 1 hour 30 minutes Paper 2 – calculator - 80 marks – 1 hour 30 minutes
Science	Paper 1 - 1hr45 separate science; biology, chemistry and physics
Science Trilogy	Paper 1 1hr15 - higher or foundation paper
History	Paper 1 - Conflict and Tension 2 hrs
Geography	Combination of P1 and P2 - 1hr30 Topics TBC with students
French	Papers on Writing, Reading, Listening and Speaking assessment
Sociology	Paper 1 - 1hr 45
Psychology	Paper 1 - 100 marks - 1hr 45
Business	Paper 1 1hr45 (theme 1)
Computer Sci	Paper 1 1hr30
Music	Paper 1 - 1hr15
Catering	Paper 1 - 1 hr 30
DT	Paper 1 - 2hrs

GCSE exam boards and revision guides

<p><b>AQA English - Literature</b></p>  <p><b>AQA English Language</b></p> 	<p><b>Edexcel Maths ( H and F)</b></p>   <p>Oxford Revise: Edexcel GCSE Maths: Higher</p> <p>Oxford Revise Edexcel GCSE Mathematics: Foundation</p>	<p><b>AQA Science</b></p>  <p><b>Science Trilogy H and F</b></p> 
<p><b>AQA French &amp; German</b></p> 	<p><b>AQA Geography</b></p> 	<p><b>AQA History</b></p>  <p>978-1510418622    ISBN 978-1510418974    ISBN: 9781782946045</p>
<p><b>AQA Psychology **</b></p> 	<p><b>Other course exam boards</b></p> <p><b>WJEC Educas</b> Hospitality &amp; Catering Sport Music</p> <p><b>AQA</b> DT Sport</p>	<p><b>Pearson Edexcel</b> Business Health Applied Performing Arts Dance &amp; Drama</p> <p><b>OCR</b> Imedia Computer Science</p>

The Snap revision and CPG guides can be purchased from the School. Please make the relevant payment via your Parent Pay account and ask your child to collect their guide(s) from Mrs Hoyle in the Key Stage 4 office. All of these resources can also be purchased via various high street and online suppliers\*\*

### **Careers and Future Pathway Advice**

Our careers adviser is available on Mondays and Tuesdays, offers one to one meetings with students to talk them through plans for their future pathways. She has excellent links with the Sixth Form, colleges and apprenticeship pathways. Students can request more than one meeting if required and should ask their Head of Year to refer them for an appointment.

### **Glossopdale Sixth Form**

Glossopdale Sixth Form offers our students a range of A Levels and vocational qualifications. Staff who teach in the Sixth Form are very experienced, have a strong knowledge and passion for their subjects and are skilled in supporting your child through the more challenging A Level curriculum. Ofsted described Glossopdale Sixth Form as a place where:

*'Students...make good progress, both in their academic and vocational studies, and achieve well. Teachers have high expectations of students... teachers create positive environments, sharing their strong subject knowledge and challenging students to develop their independence and confidence. Teachers offer students clear guidance which helps students to deepen their understanding and skills. Students have very positive relationships with the teachers and the sixth-form leadership team. Students are supported well in their studies, both academically and personally. There is a wide range of personal development activities to raise students' aspirations.'*

The benefits of choosing Glossopdale Sixth Form over the larger colleges in the area are multiple. A smaller sixth form provision ensures all student needs are met and intervention and support is prompt should you child require it. Smaller class sizes mean that students receive far more one-to-one tuition and attention. We have a strong record of supporting students successfully through their UCAS and Higher Apprenticeship applications and year on year all students who want to go to university secure their places. Please come along to our Open Evening on October the 19th to find out more about the Sixth Form and to attend our subject presentations. Students in Year 11 have been completing their choice of talks this week in school which can also be done via the school website.