

A Community Seeking Excellence for All
Excellence: every person, every day



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Welcome (back) to Robert May's School

Year 10 GCSE Information Evening

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Introduction

Mrs R Mitchell
(Headteacher)

Core Beliefs

- 1) All students should have the opportunity to achieve the very **best academic outcomes** they can;
- 2) Education is about **more than what happens in the classroom**;
- 3) Education for **character** is the only way to ensure that students are ready to take their place in the world.

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Our Mission

To ensure that all who work and study here become **confident** and **capable**. Every individual achieves the best they can within and beyond the classroom. All are **proud** to be part of the Robert May's community.

The Last Two Years



National Policy for Years 10-13:

- schools open
- x schools closed (except for children of critical workers and vulnerable children)
- p schools partially open to Y10 (rota basis)
- t schools open (with conditions for schools in tiers 2, 3 and 4)
- school holidays

Recovery

Nurture & Support

- Pastoral support systems (form tutor, Head of Year)
- Safeguarding Team
- Student Support Team
- Hubl
- ELSA
- School Counsellors
- Behaviour Support
- Canine Assisted Therapy



Character

Extra-Curricular

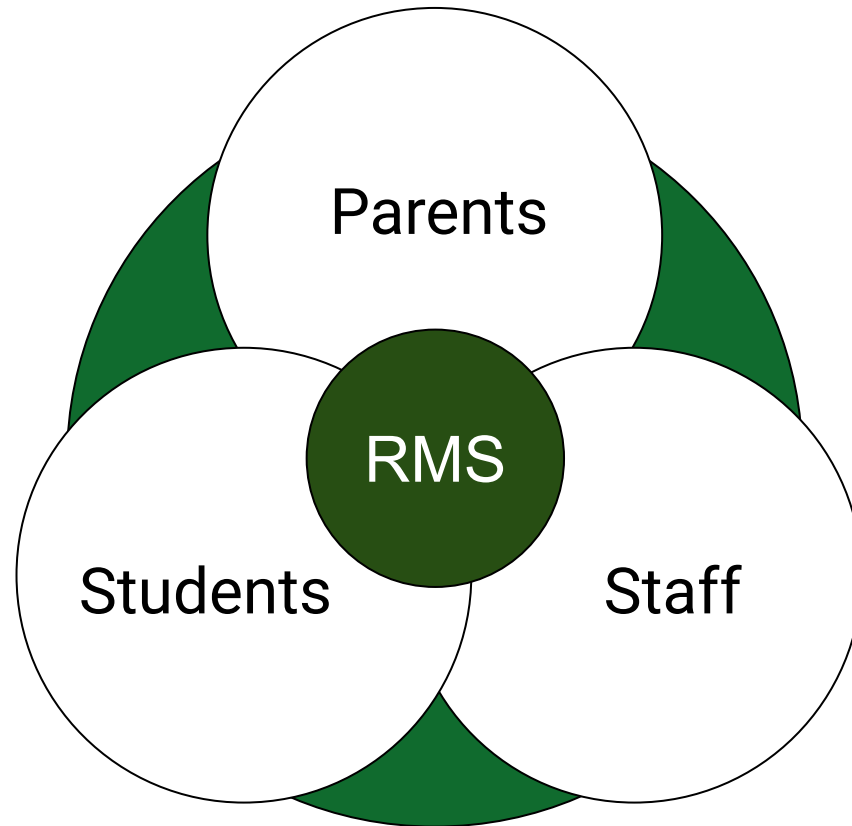
Art Club - Comic Book Heroes
Arts and Crafts
Attenborough's Ambassadors
Badminton
Book Group
Boys Basketball
Boys Football
Boys Hockey
CAD Club
Chess
Comic Club
Community Outreach
Dance and Gym
Digital Leaders
Enrichment
F1 Club

Folk Band
Food For Fun
French conversation/culture
Games Club (inc. Warhammer)
Games to inc charades & Lego
Gardening Club
German conversation
Girls Basketball
Girls Football
Girls Hockey
Girls Netball
Grade 5 Music Theory
Mock Trial Team
Netball
Our Environment
People Power

Philosophy Club
Present like a Pro (Food)
Rainbow Group
RMS podcast club
Rugby
Running Club
School Council
School production
Science Club
Science CREST award
Speakers' Corner
String Quartet
Student Librarians
Table Tennis
Volunteering
Youth Club

Climate

Understanding Stakeholders



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The Structure of GCSE Courses

Mr R Wilson
(Deputy Headteacher)



Terminal Examinations

- Modular exams for GCSE no longer exist. All exams are now 'Terminal Exams' taken at the end of the course - Summer 2023.
 - **All** courses have examined content at the end of Year 11. OCR National and BTEC courses have some formal assessment in Year 10.
 - English, Maths, Science, Languages, Computer Science and Humanities are assessed by Terminal Exam only, no coursework.
 - Internal Year 10 exams during and at the end of the year to assess progress.
-



Controlled Assessments (NEA)

- Assessments completed over a series of lessons with an internal exam at the end. Teacher assessed and externally moderated.
 - Art and Music contain 60% controlled assessment.
 - Technology, Engineering and Food contain 40% controlled assessment starting around June of Year 10.
 - Drama and PE contain 40% controlled assessment.
 - Computer Science and Science have set practical work to complete during the course which is examined at the end of Year 11 in the main block of exams.
-



GCSE Mathematics

- Four lessons per week in Year 10, five in Year 11, ability bands.
 - Regular homework and practice essential – little and often.
 - 100% Examination Summer 2023.
 - Two tiers but, both cover the benchmark middle grades (4-5).
 - Online support through MathsWatch (Video Tutorials) and Kerboodle/My Maths (Virtual textbook and exercises).
-



GCSE English

- Five lessons per week in Year 10, four in Year 11, mixed ability.
 - Students study for English and English Literature.
 - Both courses are assessed by exam only in summer 2023– 50% Reading, 50% Writing.
 - Single tier of entry hence no ability setting in English.
 - Revision guides, texts and podcasts all available to support students.
-



Please note:

- High Frequency of lessons per week reflects the importance of getting the highest grade possible in these GCSEs.
 - Maths and English have been teaching 'grading by numbers' since September 2015. Grades available are 9-1 with 9 the highest. All subjects since 2017.
 - Experience from the last three cohorts to take exams shows that the proportion of students nationally getting grade 4 or higher is equivalent to those who got grade C or higher. Similarly 9-7 matches A*/A. Important for future employers!
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- On leaving RMS in 2023, students must move on to some form of education until they are 18. For most this means either an apprenticeship or further study at 6th Form college.
 - Minimum entry for many A Level courses is **grade 5** in English and Maths plus a good grade in the specific subject.
 - Check individual courses e.g. Science A Levels may require grade 6 or higher in English.
 - Minimum of grade 4 in English and Maths to avoid re-sits at college.
 - Students who do not achieve this baseline will continue to study English and/or Maths along with college courses until they are 18. For most this means repeating the GCSE course until they get grade 4 or higher.
-

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Exam Board Regulations



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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**NO IPODS, IWATCHES,
MOBILE PHONES,
MP3/4 PLAYERS**

**NO POTENTIAL
TECHNOLOGICAL/WEB ENABLED
SOURCES OF INFORMATION**

Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

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Exam boards by subject

Exam Board	Subjects
AQA http://www.aqa.org.uk/	Design & Technology, Engineering, English Language, English Literature, French, German, Spanish, Sciences, Business
Edexcel (Pearsons) https://qualifications.pearson.com/en/home.html	Art and Design, Fine Art, Photography, Drama, History, PE, Mathematics, DIT (BTEC), Engineering (BTEC)
OCR http://www.ocr.org.uk/	Child Development, Computer Science
EDUQAS http://www.eduqas.co.uk	Geography, RE, Food Prep, Music

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Academic Monitoring



Aims

- To understand GCSE gradings and why /how we set targets.
 - Recap academic reviews and the data shared with students and Parents/Carers.
-



Target setting

- Common language used - GCSE numbers.
 - Targets are not a glass ceiling - strive to achieve and push on.
 - Targets are individualised based against schools nationally using KS2 scores.
(e.g: KS2 score of 100 achieved on average a gcse score of 4.5)
 - Aspirational target grade planning for better than average progress between Y7 and Y11 for each individual
-



Data used at RMS

- Prior assessments – KS2, KS3 etc.
 - CATS - Cognitive ability tests.
 - Teacher assessments / professional judgements.
 - National progress expectations compared to students with the same starting points.
-



Assessment and reporting

- Reviews in Autumn and Spring including (depending on time of year):
 - Currently working at grades
 - Attitude to learning grades
 - Pre-public examination grades.
 - Extended review in Summer term.
(includes tutor and leadership comment).
 - Parents' Consultation on March 17th 2022
-



Reviews:

Attitude to learning grades on 5 areas:

1. Approach to learning in school
 2. Approach to homework
 3. Behaviour and conduct
 4. Self management
 5. Assessment application (Year 10 - 11)
-



Reviews:

- Students receive a numbered comment for each of the 5 categories.
 - Grading is from 4 to 1:
 - 4 = Excellent
 - 3 = Good
 - 2 = Area for improvement
 - 1 = Cause for concern
-



Reviews:

- Expectations for 4 and 3 are in every classroom to encourage excellence.
 - If students receive a 2 or 1, there is a concern in that area.
 - All descriptors are shared in an assessment strategy that is on the website for your guidance.
-

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Target Grades

Targets are aspirational and set on average 1 grade higher than national expectations for each student based on KS2 scores.

Personalised end of Y11 target for every student assumes excellence throughout Y10 and Y11.

Progress is not linear at GCSE with significantly greater progress made in Y11 for many subjects. This is built into the target setting model.

Reviews are colour coded to show whether the student is on course to get their personalised target.



Currently working at grades (CWA)

- Any 'currently working at (CWA)' grade will relate to work covered so far and reflect the skills, knowledge and understanding required (it is not saying that if they sat the exam at that point that they would have achieved that grade).
 - Progress is not necessarily linear especially for students targeting grades 7-9 where Y11 can make a big difference.
 - CWA will be colour coded to help with understanding of progress.
 - Yellow** progress is in line with expectations for their individual progress at this point in time.
 - Green** means that progress is above national expectations for students of the same ability as them at this point in time.
 - Blue** means that progress is below national expectations for students of the same ability as them at this point in time.
-



Assessment and reporting

Summer Term Review

Lee Mason 10Z

Percentage Attendance = **99.5 %**

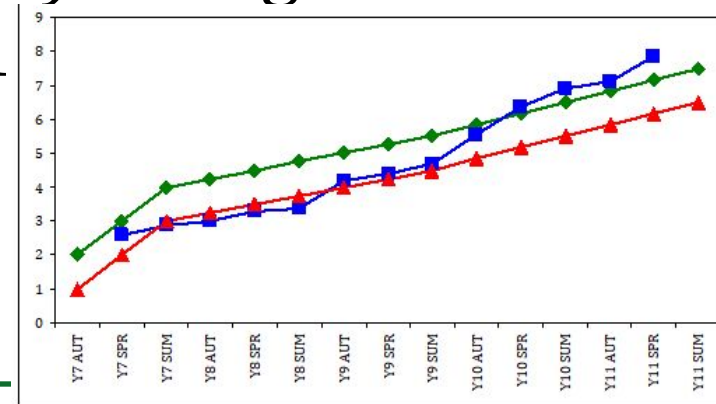
Subject	Review Date	Approach to learning	Approach to homework	Behaviour and conduct	Self management	Assessment application	CWA	EOY 10 Aspirational Target	EOY 11 Aspirational Target
English Language	AUT	4	4	4	4	2	3.75	6	7
	SPR	4	4	4	4	3	5		
	SUM	4	4	4	4	4	5.75		

- A grade 2 or 1 with the attitude to learning grades needs to be addressed
- Note that the decimal indicates the relative confidence that the student is working at the indicated grade. Final grades are whole grades only.



Assessment and reporting

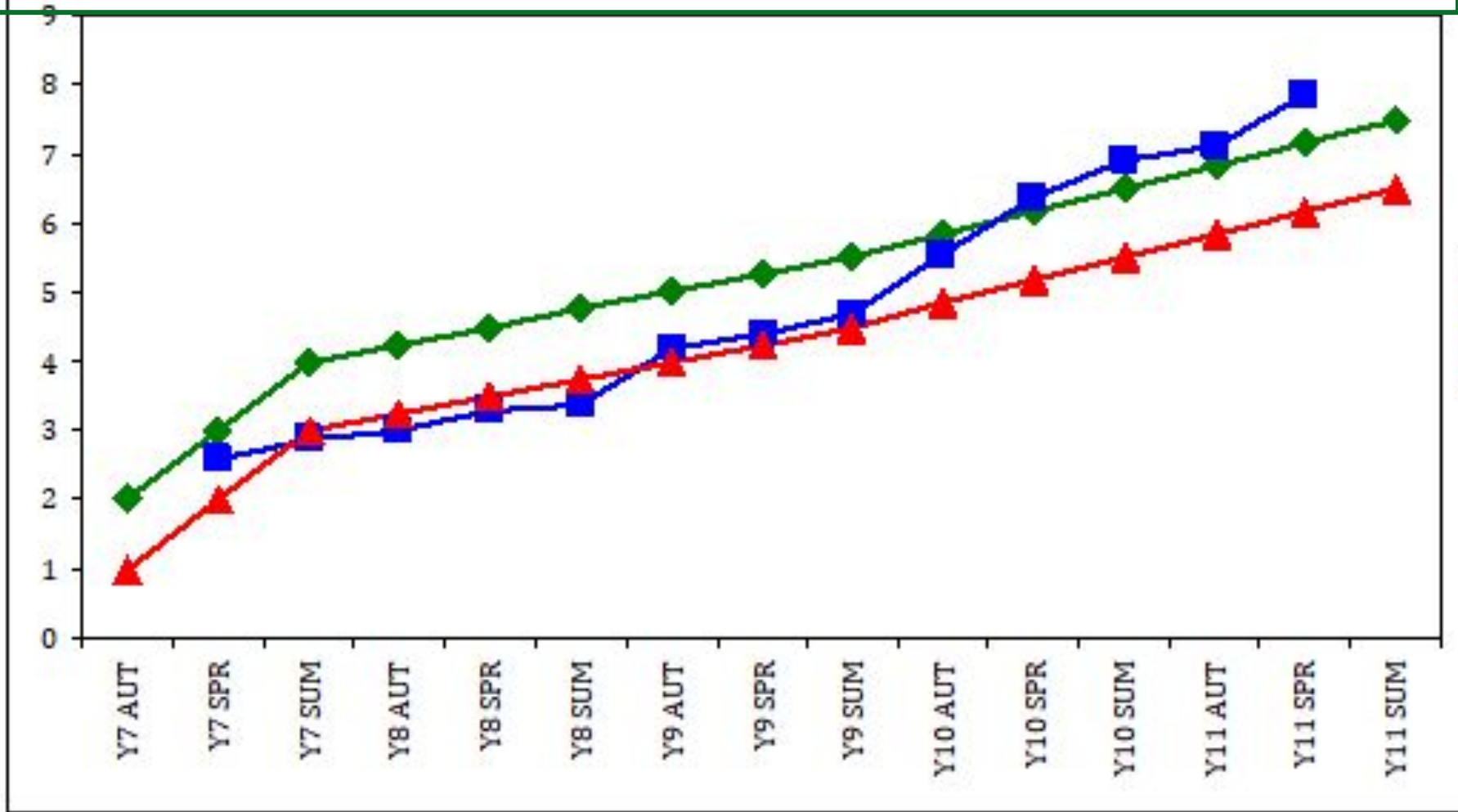
- Graphical representation of performance of average attainment using all subjects combined.
- **Red** Line showing **approximate** national expectations.
- **Green** Line showing RMS aspirational 'flight path'.
- Aim to be in this zone (or above) throughout but especially at the end of Year 11



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Home-School Partnership

Mr T Parsons
(Head of Year)

&

Miss K Harding
(Assistant Head of Year)

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THE YEAR 10 TUTOR TEAM 2021-22

Head of Year	Mr Parsons
Assistant Head of Year	Miss Harding
LMT Link	Mr L Mason

Tutor List

10S	Mrs Grigg and Mrs Nayyar	10W	Mrs Taylor-Jones
10T	Mr Maliphant	10X	Mr Cain
10U	Mrs Blud	10Y	Mr Bibb and Mrs Mullan
10V	Mr Pooles	10Z	Mr Symonds-Keates



Our Priorities

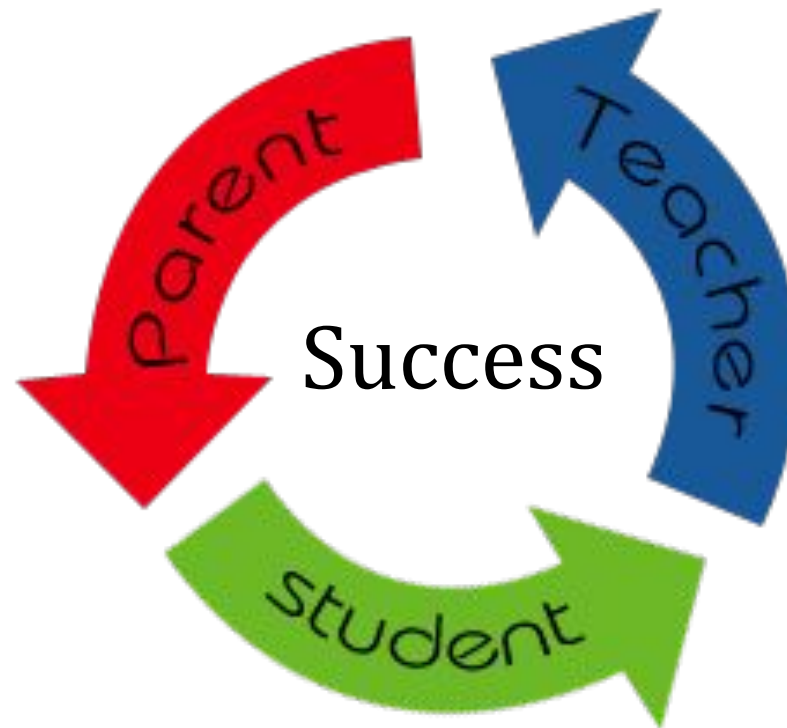
- Support all students with a smooth transition back into school life.
 - Make an outstanding start to the Key Stage 4 programme of study.
 - Achieve **outstanding progress and attainment** across the year.
 - Develop literacy and numeracy skills across all subjects.
 - Develop outstanding study and **wellbeing** skills needed to succeed.
 - Demonstrate outstanding behaviour, conduct and appearance, setting an example to our younger students.
 - Become **fully involved in school life** and take maximum advantage of the many opportunities on offer.
 - Improve good attendance and punctuality.
-

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Home-School Partnership



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THE ROBERT MAY'S WAY



Respect

- Following all instructions from any member of staff, without question
- Looking after the school environment, keeping it tidy and clean
- Celebrating our differences and considering all people as equal

Manage

- Managing our own time, punctuality and deadlines
- Taking responsibility for our own behaviour, learning and equipment
- Ensuring we are ready to learn and enabling lessons to be successful

Support

- Asking for help and support when needed, and providing help and support to others
- Being kind and thoughtful to all, at all times
- Supporting our own learning by exploring, investigating or researching information to help with knowledge

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Excellent study skills

Developing outstanding study skills in order to succeed.

- Does your child have somewhere quiet to work at home?
- Does your child have a routine for work?
- Does your child manage their time and prioritise effectively?
- Is your child equipped to learn?
- Do support your child with completing homework?



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Excellent progress and attainment

Achieving outstanding outcomes for progress and attainment.

- Is your child striving to produce their best work in class **and** at home?
 - Does your child know what grade they are aiming for?
 - Do they understand that different students have different aspirational grades?
-



Excellent wellbeing skills

Developing outstanding well-being skills in order to succeed.

- Is your child developing resilience and a growth mindset?
 - Does your child:
 - eat well?
 - sleep well?
 - find time to relax?
 - Is your child spending too much time socialising by using technology?
-



Support for Students

- Teachers (subject specific support).
 - Tutors (advice, guidance and non subject-specific support).
 - Mr Parsons.
 - Miss Harding.
 - Mr Mason.
 - Student Support- Mr Longhorn, Mrs Jackson, Mr Holt.
 - ELSA.
 - School Counsellor.
 - Learning Support (HUBL).
-



Excellent participation

Becoming fully involved in the life of the school and taking advantage of opportunities.

- Does your child take advantage of the additional opportunities at Robert May's School?
 - Clubs? Trips? Revision? Work Experience?
 - College applications.
 - Prefect applications - before the end of the year.
 - Paid work?
-

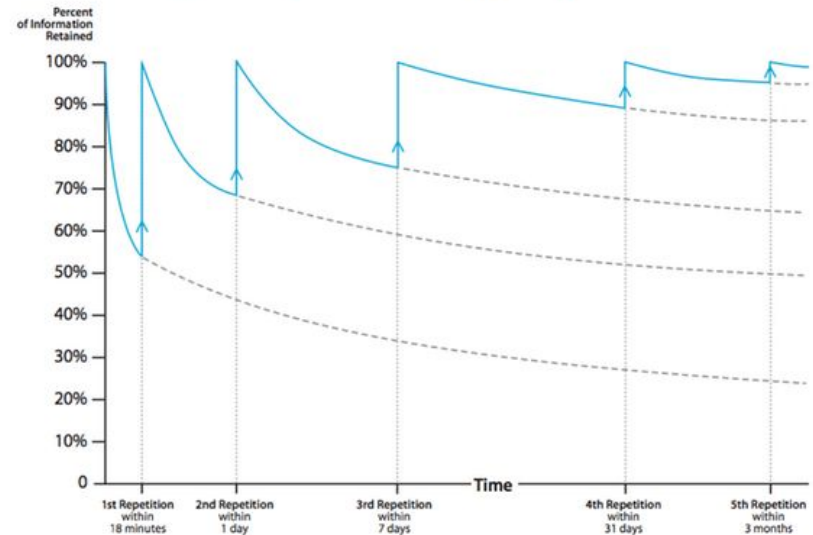


There is no such thing as “NO HOMEWORK!”



- Teachers have been asked to upload their lessons to Google Classroom.
- Heads of Department have shared what their subject's homework schedule should look like in Year 10.
- Whole school/Department based ICT.

Rate of Forgetting with Study/Repetition



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Subject	Homework
Maths	Tasks set via Google Classroom by each teacher weekly. Done using MathsWatch and Dr Frost Maths.
English	Tasks set centrally via Google Classroom on a weekly basis. Additional tasks may be set at the teacher's discretion, also using Google Classroom.
Science	Weekly revision schedule that the whole year follow (triple/combined). Each week they need to produce revision notes and answer/mark exam question.
French, German, Spanish	1) Weekly vocab tests; 2) Weekly task to do (set on Google Classroom) - 6 tasks to do, students work through the tasks in the order that they choose.
Engineering	Weekly portfolio work based upon dummy NEA project starting in 3/4 weeks
Design & Technology	Weekly portfolio work based upon dummy NEA project starting in 3/4 weeks

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Subject	Homework
Music	Weekly homework- this could be a listening task, performance or composition activity.
Computer Science	Tasks set via Google Classroom set by each teacher. A combination of theory tasks, and practical programming task following up work completed in class.
Information Technologies	Tasks set via Google Classroom set by each teacher. A combination of theory tasks, and practical programming task following up work completed in class.
History	Tasks set on Google Classroom by each teacher individually.
Geography	Tasks set on Google Classroom by each teacher individually.
Drama	Rehearsals and half term research work based on devised/script performance.
Food Prep and Nutrition	Tasks set via Google Classroom by each teacher, sometimes a theory task, sometimes a practical task following up work completed in class. There will be practical homework based on developing core skills.
Child Development	Tasks set via Google Classroom by each teacher, sometimes a theory task, sometimes a practical task following up work completed in class.



- Some students have an attendance rate of around **90%**.

Is this good?

- If a student has a 90% attendance record, it means they are absent from lessons for the equivalent of one half-day every week.
- A 90% attendance rate means that they have missed the equivalent of 20 days of lessons in the school year.
- Research shows if pupils miss 17 days a year- these pupils will **drop at least ONE GCSE GRADE**

[\[https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014\]](https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014)

<http://www.kias.org.uk/wp-content/uploads/2016/02/Attainment-vs-Attendance.pdf>

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Average grade at RMS for 2019	5.1
100 - 95% average grade	5.5
95 - 90 % average grade	4.6
< 90% average grade	4.0

Students with 5x 9-4 including English and maths	81%
100 - 95% attendance percentage	87%
95 - 90 % attendance percentage	69%
< 90% attendance percentage	61%

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Excellent behaviour, conduct and appearance

*An outstanding year group, setting
an example to the rest of the school
- "Look smart, act smart."*

- Thank you for your support with uniform.
- Please continue to help us look after the little things so that the big things don't happen.



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Home-School Partnership

To Summarise, please...

- **DO** ensure that your child has somewhere quiet to work at home;
 - **DO** help them to set up a routine (after school revision/home learning);
 - **DO** support your child with time management and prioritising.
 - **DO** continue to support the school's uniform policy.
 - **DO** ensure that your child's attendance and punctuality are excellent.
 - **DO** encourage your child to get involved in the life of the school.
 - **DO** start thinking, with your child, about life after Robert May's School...
-

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**If you have any questions or
concerns please contact your child's
tutor or email:**

tom.parsons@rmays.com

kaff.harding@rmays.com

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Final thoughts...

Mrs R Mitchell
(Headteacher)

	Parents’/Carers’ Information Evening (face-to-face)	Parents’/Carers’ Evening (virtual)	Progress Review issued (written report: attitude and attainment)	Extended Progress Review issued (written report: narrative, attitude, attainment)
Year 10	23rd September 2021	16th March 2022 17th March 2022	December 2021 March 2022	July 2022
Year 11	20th October 2021	12th January 2022 13th January 2022	October 2021 May 2022	March 2022