

Achieving Excellence

- Preparing for GCSEs in 2024
- Working at and projected grades

Mr A Carter – Deputy Headteacher

12th September 2024

When will the GCSE exam series occur? (Provisional)

- Exams begin w/b 5th May.
- Exams end 20th June.
- MFL Speaking w/b 31st March
- Art and Photography exams w/b 22nd April
- Contingency days –
Wednesday 11th June (Afternoon)
Wednesday 25th June (All day)
- Results day : Thursday 21st August.

ST Exams will decide Tiering

- Maths, Science & MFL are tiered.
 - Foundation (1-5) and Higher (4-9) Maths and MFL
 - Foundation (11-55) and Higher (44 – 99) Science
- Students must be entered for the correct tier.
- The tier that students will be entered for will be dependent on the results from **both** ST1 and ST2.

“We recommend that students who are predicted to achieve a grade 4-4 or 5-4 in Combined Science, or a 4 in Maths and MFL, should be entered for the foundation tier.”

Ofqual

Working at grade

In ST1 and ST2 students will sit full papers which will allow subjects to use real grade boundaries.

Maths - Foundation

Raw Score / 300	Grade
0	U
24	1
64	2
104	3
144	4
189	5

Maths - Higher

Raw Score / 300	Grade
0	U
51	3
68	4
102	5
136	6
171	7
213	8
256	9

Projected grade

Students will still be issued with a projected grade – this is *generally* worked out by taking some marks away from each boundary

Maths - Foundation

Raw boundary / 300	Projected boundary / 300	Grade
0	0	U
24	20	1
64	60	2
104	102	3
144	138	4
189	185	5

Maths - Higher

Raw boundary / 300	Projected boundary / 300	Grade
0	0	U
51	48	3
68	60	4
102	97	5
136	132	6
171	165	7
213	206	8
256	250	9

Working at and projected grades

Student scored 38 marks

Gives them a working at grade of a 4

Student scored 69 marks

Gives them a working at grade of an 8

J	K	L	M	N	O	P
Year 11 ST2 mark	Year 11 ST2 No Projection Grade	Year 11 ST2 No projection residual	Year 11 ST2 Projected Grade	Year 11 ST2 Projected Residual	Year 11 ST2 - Year 11 ST1	Comments
38	4	-2	5	-1	-1	
72	9	2	9	2	1	
60	8	3	8	3	2	
69	8	1	9	2	2	

Using the projection boundary they are given a projected grade of a 5

Raw boundary	Projected boundary	Grade
0	0	U
24	20	3
33	29	4
39	35	5
45	40	6
50	47	7
56	52	8
72	69	9

Using the projection boundary they are given a projected grade of a 9

Working at and projected grades can be the same

Student scored 60 marks

Gives them a working at grade of an 8

J	K	L	M	N	O	P
Year 11 ST2 mark	Year 11 ST2 No Projection Grade	Year 11 ST2 No projection residual	Year 11 ST2 Projected Grade	Year 11 ST2 Projected Residual	Year 11 ST2 - Year 11 ST1	Comments
38	4	-2	5	-1	-1	
72	9	2	9	2	1	
60	8	3	8	3	2	
69	8	1	9	2	2	

When applying the projected boundary this student has not achieved the score for a grade 9

Raw boundary	Projected boundary	Grade
0	0	U
24	20	3
33	29	4
39	35	5
45	40	6
50	47	7
56	52	8
72	69	9

Mock results day

Example Student

11B

Subject	Target	ST1 Working at GCSE Grade	ST1 Projected GCSE Grade
English Language	5	5	6
English Literature	5	5	5
Maths	4	3	4
Combined Science (worth 2 GCSE grades)	44	44	44
Geography	5		7
Spanish	4	5	5
Food Preparation and Nutrition	4	3	3
PE (GCSE)	5	5	6

ST windows versus the real GCSE windows

In ST windows

- Students who are absent are given an opportunity to “catch up” missed exams

GCSE window

- If students miss an exam through illness, or any other reason, there is no opportunity to catch up

Why provide both grades?

Why provide projected grades?

- Students are sitting real papers with real boundaries
- ST1 and ST2 exams are important *but* students will revise more for the real thing
- More teaching time including revision of topics/skills

Why provide working at grades?

- Shows students what they would have got
- Motivational tool – close to a boundary
- Students can exceed the projected grade if they work hard

Attitude to Learning Grades

The AtL grades will be given by teachers using a best fit approach applied to the AtL description table*.

The AtL grades are

Exceptional

Good

Inconsistent

Concern

**Currently in the draft stage and will be shared and discussed with students and parents/carers before finalising.*

	Ready to learn	Be Respectful and safe	Embrace opportunities
Exceptional	<ul style="list-style-type: none"> I am well prepared for lessons, arriving with a positive attitude and all the correct equipment I am always punctual to lessons I use my initiative to work responsibly, often encouraging and coaching my peers 	<ul style="list-style-type: none"> I enjoy and seek out ways of working collaboratively with my peers, supporting the learning of others I always behave very well; my manners can always be relied upon, and I often offer to help my teacher I discuss and debate issues in a considered way, showing respect for others' ideas and points of view I always treat my environment with care and consideration, using my initiative 	<ul style="list-style-type: none"> I am enthusiastic about my learning and am ambitious, often exceeding expectations I always take great pride in the quality of my work, and I respond to all teacher feedback, often without prompting
Good	<ul style="list-style-type: none"> I arrive at lessons ready to learn with all the correct equipment I am punctual to lessons 	<ul style="list-style-type: none"> I am happy to participate in lessons and support the learning of others I behave well, using good manners I help my teacher when asked I listen to my peers respectfully and I speak politely I treat my environment with care and consideration 	<ul style="list-style-type: none"> I have a positive approach to learning and try my best I take pride in the presentation of my work and respond to teacher feedback My classwork is completed to the best of my ability, and I work responsibly
Inconsistent	<ul style="list-style-type: none"> I sometimes arrive to lessons without the correct equipment I am often on time to lessons, but I can be late sometimes 	<ul style="list-style-type: none"> I sometimes participate in lessons I can be focused in class when supported or reminded I sometimes need reminders about how to listen to my peers respectfully or about speaking politely to others I sometimes need a prompt about how to behave in lessons, how to speak to those around me or about how to look after the school environment 	<ul style="list-style-type: none"> My approach to learning can be good but I sometimes need support and reminders to do my best. I will answer questions when asked but I do not often volunteer answers I occasionally lack pride in my presentation My classwork is usually completed, but with areas I could improve
Concern	<ul style="list-style-type: none"> I often forget the correct equipment for the lesson and need help to be ready to learn I am often late to lessons 	<ul style="list-style-type: none"> I rarely participate in lessons I often do not use my listening skills when staff are giving an instruction, and this affects my work I need lots of reminders about how to speak to those around me I often distract others from their work I need lots of reminders about looking after equipment or the school environment 	<ul style="list-style-type: none"> Often, I do not like to engage with the lesson. I need lots of support and reminders to do my best. I do not like to answer questions My presentation is messy sometimes The standard of my classwork is not always up to what I am capable of. There are often areas incomplete or to improve

Achieving Excellence

Importance of Student Tracking Exams: Arrangements and Reports

Miss C Thomas – Assistant Headteacher

Why are these ST Exams important?

- Teachers will have a better understanding of what students know and what they don't know. This evidence will then be used to plan future lessons and future interventions.
- Mock exams (ST1 and ST2) will be used for college applications.
- Mock exams (ST1 and ST2) will be used to make decisions on tier of entry.

Student Tracking Exam Arrangements in Year 11

Y11 ST1

Starts Monday 7th October

Finishes Friday 25th October

(Three weeks: before October half-term)

Y11 ST2

Starts Monday 20th January

Finishes Friday 7th February

(Three weeks: before February half-term)



ST1 Guidance Document

SUBJECT & FOCUS	ADVICE / my own notes on what to revise.	HIT LIST	HOW and WHAT Places / Strategies Revised / Practiced				
English Language Paper 1 1 hour 45 mins Fiction Reading and Creative Writing	Language - Paper 1 content: 1. Reading Section: Fiction Reading. Ability to answer Identify, Analyse and Evaluate Questions. 2. Writing Section: Prepare a first-person narrative, using the <u>5 part</u> story arc, tension techniques, character descriptions, and figurative devices.						
			Science	ADVICE / my own notes on what to revise.	HIT LIST	HOW and WHAT Places / Strategies Revised / Practiced	
			SCIENCE X3 exams 1 hour 15 mins Combined paper X3 1 hour 45 mins Separate Paper Higher & Foundation paper Biology	Biology Paper 1 content: 1. Cell biology 2. Organisation (tissues & organs) 3. Infection and response 4. Bioenergetics (photosynthesis & respiration)			
			Physics	Physics Paper 2 content: Forces & motion 2. Waves & EM spectrum (light & sound) 3. Magnetism and electromagnetism 4. Space Physics			
English Literature Paper 1 2 hours Shakespeare and Poetry Anthology	Literature - Paper 1 content: 1. Section A: Romeo and Juliet Extract and Essay on a theme. Know the structure of an Overview and Key Hook; learn key quotes and key moments for the themes of love, <u>conflict</u> and fate. 2. Section B: Poetry Anthology Part A and Part B. Learn key quotes and context for your Chosen 8 poems. Know the structure for a Part A and Part B response.						
Maths Paper 1 - Calculator - 1 hr 30 mins Paper 2 - Non- Calculator - 1 hr 30 mins Paper 3- Calculator - 1hr 30 mins	1. Number operations and integers 2. Fractions, <u>decimals</u> and percentages 3. Indices and surds 4. Approximation and estimation 5. Ratio, <u>proportion</u> and rates of change 6. Graphs of equations and functions 7. Basic geometry 8. Congruence and similarity 9. Mensuration 10. Probability 11. Statistics						
			Chemistry	Chemistry Paper 2 content: 1. The rate and extent of chemical change (rates & equilibrium) 2. Organic chemistry (fractional distillation & cracking. <u>Alcohols, esters, carboxylic acids, polymerisation, DNA & reactions of alkenes</u>) 3. Chemical analysis (chromatography, <u>ion testing & instrumental methods</u>) 4. Chemistry of the atmosphere (evolution of atmosphere & greenhouse effect) 5. Using resources (extracting metals, water & Life cycle assessment. <u>Corrosion, composites, ceramics & glass. NPK fertilisers</u>)			



ST1 Preparation

OVERALL REVISION MAPPING

	Week 1	Week 2	Week 3	Week 4	Week 5 ST1	Week 6 ST1
Monday			.			
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						



ST1 Revision Materials

What is an Ecosystem?

An ecosystem is a system in which organisms interact with each other and with their environment.

Ecosystem's Components

Abiotic These are non-living, such as air, water, heat and rock.

Biotic These are living, such as plants, insects, and animals.

Flora Plant life occurring in a particular region or time.

Fauna Animal life of any particular region or time.

Food Web and Chains

Simple food chains are useful in explaining the basic principles behind ecosystems. They show only one species at a particular trophic level. Food webs however consists of a network of many food chains interconnected together.

Nutrient cycle

Plants take in nutrients to build into new organic matter. Nutrients are taken up when animals eat plants and then returned to the soil when animals die and the body is broken down by decomposers.

Litter This is the surface layer of vegetation, which over time breaks down to become humus.

Biomass The total mass of living organisms per unit area.

Biomes

A biome is a large geographical area of distinctive plant and animal groups, which are adapted to that particular environment. The climate and geography of a region determines what type of biome can exist in that region.

The most productive biomes – which have the greatest biomass- grow in climates that are hot and wet.

Biome's climate and plants

Biome	Location	Temperature	Rainfall	Flora	Fauna
Tropical rainforest	Centred along the Equator.	Hot all year (25-30°C)	Very high (over 200mm/year)	Tall trees forming a canopy; wide variety of species.	Greatest range of different animal species. Most live in canopy layer
Hot desert	Found along the tropics of Cancer and Capricorn.	Hot by day (over 30°C) Cold by night	Very low (below 300mm/year)	Lack of plants and few species; adapted to drought.	Many animals are small and nocturnal: except for the camel.

Equilibrium

Equilibrium occurs when all parts of an ecosystem are in balance for each other. Eg there are enough insects to provide food for birds and enough birds to provide food for the birds of prey. If any changes occur to the ecosystem then the equilibrium will adjust until a new equilibrium is found.

Yellowstone national park

The equilibrium of Yellowstone was changed after wolves were reintroduced to the park.

Unit 1b

The Living World

AQA

CASE STUDY: UK Ecosystem: Delamere Forest, Cheshire

This is a typical English lowland deciduous woodland.

Components & Interrelationships

Spring Flowering plants (producers) such as bluebells store nutrients to be eaten by consumers later.

Summer Broad tree leaves grow quickly to maximise photosynthesis.

Autumn Trees shed leaves to conserve energy due to sunlight hours decreasing.

Winter Bacteria decompose the leaf litter, releasing the nutrients into the soil.

Management

- Delamere has been managed for centuries.

- Currently now used for recreation and conservation.

- Trees cut down to encourage new growth for timber.

Tropical Rainforest Biome

Tropical rainforest cover about 2 per cent of the Earth's surface yet they are home to over half of the world's plant and animals.

Interdependence in the rainforest

A rainforest works through interdependence. This is where the plants and animals depend on each other for survival. If one component changes, there can be serious knock-up effects for the entire ecosystem.

Distribution of Tropical Rainforests

Tropical rainforests are centred along the Equator between the Tropic of Cancer and Capricorn. Rainforests can be found in South America, central Africa and South-East Asia. The Amazon is the world's largest rainforest and takes up the majority of northern South America, encompassing countries such as Brazil and Peru.

Layers of the Rainforest

Emergent Highest layer with trees reaching 50 metres.

Canopy Most life is found here as it receives 70% of the sunlight and 80% of the life.

U-Canopy Consists of trees that reach 20 metres high.


Shrub Layer Lowest layer with small trees that have adapted to living in the shade.

Rainforest nutrient cycle

The hot, damp conditions on the forest floor allow for the rapid decomposition of dead plant material. This provides plentiful nutrients that are easily absorbed by plant roots. However, as these nutrients are in high demand from the many fast-growing plants, they do not remain in the soil for long and stay close to the surface. If vegetation is removed, the soils quickly become infertile.

Climate of Tropical Rainforests

- Evening temperatures rarely fall below 22°C.
- Due to the presence of clouds, temperatures rarely rise above 32°C.
- Most afternoons have heavy showers.
- At night with no clouds insulating, temperature drops.

The challenge of natural hazards			Example						
Title	The Somerset level floods – extreme weather in the UK	Specific Locations	Burrowbridge, Bristol channel, Bridgewater						
<p><u>Where are the Somerset levels?</u></p> <p>The Somerset levels are located in the south-west of England. The Somerset levels and the Somerset Moors form an extensive area of low-lying farmland and wetlands bordered by the Bristol Channel and the Mendon Hills to the north.</p> 									
<p><u>What caused the floods in 2014?</u></p> <ul style="list-style-type: none">• Wettest January since records began – a succession of depressions (low pressure) driven across the Atlantic Ocean brought a period of wet weather lasting several weeks. 350mm of rain fell in January and February (about 100mm above the average)• High tides and storm surges swept water up the rivers from the Bristol channel.• Rivers had not been dredged for at least 20 years.									
<p><u>What were the impacts of the flood?</u></p> <table><tr><th>Social</th><th>Economic</th><th>Environmental</th></tr><tr><td>Over 600 houses flooded 16 farms evacuated Residents evacuated to temporary accommodation Villages such as Moorland cut off. This affected people's daily lives e.g. attending school, shopping etc. Many people had power supplies cut off</td><td>Somerset County Council estimated the cost of flood damage to be more than £10 million Over 14,000 ha of agricultural land under water for 3-4 weeks Over 1000 livestock evacuated Local roads cut off by floods</td><td>Floodwaters were heavily contaminated with sewage and other pollutants including oil and chemicals A huge amount of debris had to be cleared</td></tr></table>				Social	Economic	Environmental	Over 600 houses flooded 16 farms evacuated Residents evacuated to temporary accommodation Villages such as Moorland cut off. This affected people's daily lives e.g. attending school, shopping etc. Many people had power supplies cut off	Somerset County Council estimated the cost of flood damage to be more than £10 million Over 14,000 ha of agricultural land under water for 3-4 weeks Over 1000 livestock evacuated Local roads cut off by floods	Floodwaters were heavily contaminated with sewage and other pollutants including oil and chemicals A huge amount of debris had to be cleared
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<p><u>What were the responses to the floods</u></p> <table><tr><th>Immediate responses</th><th>Longer- term responses</th></tr><tr><td>Homeowners coped as best as they could. Villagers cut off by the floods used boats to go shopping or attend school. Local community groups and volunteers in Burrowbridge gave invaluable support Many pumps were used to get water off the Levels and back into the rivers. These pumps were pumping 10 tonnes of water per second.</td><td>The Somerset Contingencies Partnership improved their website and set up a social media site to give people detailed and easy access to information on how to reduce their flood risk and prepare for a flood. By 2015, some of the temporary pumping stations such as those at Northmoor and the Bridgewater Taunton Canal were to be made permanent so they could be used again in times of flooding increasing the capacity of Sowey/King Sedgemoor drain. The Sowey channel was to be widened to increase its capacity increasing the capacity of Sowey/King Sedgemoor drain. The Sowey channel was to be widened to increase its capacity</td></tr></table>				Immediate responses	Longer- term responses	Homeowners coped as best as they could. Villagers cut off by the floods used boats to go shopping or attend school. Local community groups and volunteers in Burrowbridge gave invaluable support Many pumps were used to get water off the Levels and back into the rivers. These pumps were pumping 10 tonnes of water per second.	The Somerset Contingencies Partnership improved their website and set up a social media site to give people detailed and easy access to information on how to reduce their flood risk and prepare for a flood. By 2015, some of the temporary pumping stations such as those at Northmoor and the Bridgewater Taunton Canal were to be made permanent so they could be used again in times of flooding increasing the capacity of Sowey/King Sedgemoor drain. The Sowey channel was to be widened to increase its capacity increasing the capacity of Sowey/King Sedgemoor drain. The Sowey channel was to be widened to increase its capacity		
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ST1 Revision Materials

General Posts Files +

+ New Upload Share Sync Download Open in Share

Documents > General > Class Materials > Chemistry > **Year 11**

Name	Modified	Modified By
RAG Sheets	February 1	C Thomas
Year 11 Lessons	September 1, 2021	C Thomas
Year 11 Revision materials	September 1, 2021	C Thomas

General Posts Files +

+ New Upload Share Sync Download Open in Share

Documents > General > Class Materials > Chemistry > Year 11 > **Year 11 Revision material**

Name	Modified	Modified By
Atomic structure revision materials	September 1, 2021	C Thomas
Bonding revision materials	September 1, 2021	C Thomas
Chemical Analysis revision materials	September 1, 2021	C Thomas
Chemical Changes revision materials	September 1, 2021	C Thomas
Earths Atmosphere revision materials	September 1, 2021	C Thomas
Electrolysis revision materials	September 1, 2021	C Thomas
Energy Changes Revision materials	September 1, 2021	C Thomas
Knowledge organisers	September 1, 2021	C Thomas
Markscheme - Topic tests 1 - 5	September 12, 2021	C Thomas
Markscheme - Topic tests 6 - 10	September 12, 2021	C Thomas

Guides to Success

Exam Information

[KS4 Courses Exam Boards and Links to Specifications](#)

[Student Tracking Exams 2023-2024](#)

[Student Tracking - Important Dates](#)








[Exam Information](#)

[Year 11 Revision Materials](#)

[Guides to Success](#)



The video player shows a playlist titled "KS4 Guides to Success" from "CHS-Leftwich". It contains 12 videos with 387 views, last updated on Oct 15, 2023. The video title is "Guide to Success - KS4 CC&M" by Headteacher Mr R Warburton BA(Hons), PGCE. The video player includes a "Play all" button and a "Shuffle" button. Below the video, there is a description: "Guidance on how to revise & where to find revision materials."

-  **KS4 CCM Guide to Success**
CHS-Leftwich • 44 views • 10 months ago
2:23
-  **KS4 D&T Guide to Success**
CHS-Leftwich • 9 views • 10 months ago
6:15
-  **KS4 English Guide to Success**
CHS-Leftwich • 79 views • 10 months ago
10:47
-  **KS4 Food Exam Preparation**
CHS-Leftwich • 26 views • 10 months ago
6:57
-  **KS4 Geography Guide to Success**
CHS-Leftwich • 43 views • 10 months ago
7:12
-  **KS4 MFL Guide to Success**
CHS-Leftwich • 25 views • 10 months ago
10:13
-  **KS4 Music Guide to Success**
CHS-Leftwich • 15 views • 10 months ago
1:54

Guides to Success

History Guide to Success KS4 2023

Step 3: Find an effective revision strategy

Flashcards

Front

Q: What were the strengths and weaknesses of the Weimar constitution?

Back

Strengths and weaknesses of the Weimar Constitution

The new constitution was drawn up in the town of Weimar because there was still unrest in Berlin.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Democratic system where no one person or group held absolute power • Voting age reduced to 21 for men and women • Election for president every seven years 	<ul style="list-style-type: none"> • Proportional representation led to unstable coalition governments • Article 48 enabled the president to pass laws without the Reichstag's approval

SENECA
Free interactive content to keep students engaged

BBC
Bitesize

HOW CAN I REVISE EFFECTIVELY?

RE-READ LITERATURE TEXTS

Use materials you have created

ASK FAMILY/FRIENDS TO QUIZ YOU

Use the *Leitner method* (spaced practice little and often)

CREATE FLASH CARDS

Use the *Leitner method* (spaced practice little and often)

COMPLETE FULL PAST PAPERS
(Inc. with mark schemes)

This will build exam stamina + timing

COMPLETE PARTIAL PAST PAPERS

This is for bite-sized exam practice

CREATE YOUR OWN REVISION RESOURCES / NOTES

TRY: 'One stop' posters with condensed guidance on each exam section; use the Cornell notes method; practise writing (monitor VSSPS), and create glossaries of T2 and T3 vocabulary!

Complete most revision **independently** (in addition to any school/peer group revision)



ST1 First Week

Week B	AM	PM
Monday 7 th October	English Literature 2 hours – Hall	GCSE PE – Paper 1 - 1hr 15mins - Hall
Tuesday 8 th October	Maths – Paper 1 Calculator 1hr 30mins - Hall	Art & Photography – 2hours (in lessons) (a) Computer Science - 2 hours (in lessons)
Wednesday 9 th October	D&T 1hr 15mins - Hall	French & Spanish Writing - Hall: Foundation 1 Hour Higher 1hour 15mins
Thursday 10 th October	Biology Combined – 1hr 15mins – Hall Biology Separate – 1hr 45mins - Hall	Art & Photography – 2hours (in lessons) (b)
Friday 11 th October	Geography Paper 1 – 1hr 30mins – Hall	RS Paper 1 Islam 1 Hour - Hall

ST1 Second Week

Week A	AM	PM
Monday 14 th October	History 2 Hours – Hall	Food preparation & Nutrition – 1hour 30mins - Hall
Tuesday 15 th October	Physics Combined 1hr 15mins – Hall Physics Separate 1hr 45mins - Hall	Art & Photography – 2hours (in lessons) (a) Music - 1h 30m (in lessons)
Wednesday 16 th October	French Reading (45mins) & Listening (35mins) – F French Reading (1 hour) & Listening (45mins) – H	Maths – Paper 2 Non-calculator 1hr 30mins - Hall
Thursday 17 th October	Drama 1hr 45mins – Hall	Art & Photography – 2hours (in lessons) (b) Music - 1h 30m (in lessons)
Friday 18 th October	English Language 1hr 45mins – Hall	Computer Science – Paper 1 – 1hr 30mins - Hall

ST1 Third Week

Week B	AM	PM
Monday 21st October	Spanish Reading (45mins) & Listening (35mins) – F Spanish Reading (1hour) & Listening (45mins) - H	Geography Paper 3 - Fieldwork – 40mins – Hall
Tuesday 22nd October	RS Paper 2 Themes 1 Hour – Hall	Art & Photography – 2hours (in lessons) (a)
Wednesday 23rd October	Chemistry Combined 1hr 15mins – Hall Chemistry Separate 1hr 45mins - Hall	GCSE PE Paper 2 1hr 15mins – Hall
Thursday 24th October	Maths – Paper 3 – Calculator 1hr 30mins - Hall	Art & Photography – 2hours (in lessons) (b)
Friday 25th October	Digital Information Technology – 1hour 30mins – Hall	Cambridge National PE – 1hour



Assessment Record (Year 11)

Date	Tracking Point	Exam Result	WWW	EBI	Progress (ie Report Grade)
Oct 2024	ST1				
Feb 2025	ST2				

Student Tracking Reports and Events

- **Mock Results Event (ST1):** Friday 22nd November 2024
- **ST1 Reports:** week commencing 2nd December 2024

- **Mock Results Event (ST2):** Friday 7th March 2025
- **ST2 Reports:** week commencing 10th March 2025
- **Year 11 Progress evening:** 13th March 2025

ST1 and ST2 reports

ST1 report

Will provide a *working at* grade and *projected* grade for students and a written comment providing EBI advice

ST2 report

Will provide a *working at* grade and *projected* grade for students

Support and Intervention after ST1 and ST2 Mock Exams

- Careful Analysis of results to support students with their gaps in learning.
- Quality first teaching **in lessons**
- Intervention in all Subjects from January/post ST2 in February

Celebrating success like the Class of 2024!



Achieving Excellence

Post-16 Learning Pathways

Mrs Rowley
Learning Leader EfL and Careers

Be Excited



Post 16 Pathways: The Law

All young people are required to continue in education or training until at least their 18th birthday. This includes:

- Full-time study in a school, college or with a training provider
- Full-time work or volunteering (20 hours or more) combined with part-time education or training leading to relevant regulated qualifications
- An Apprenticeship, traineeship or supported internship

Post 16 qualifications

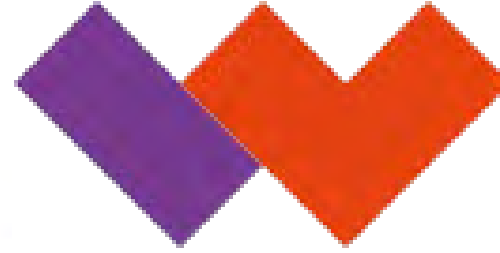
- **A Levels** - if students want to continue studying subjects they took for GCSE to a higher level or pick new subjects they haven't studied before. There is a wide range of subjects to choose from. Students choose 3 A Levels to study
- **Technical Courses** - if a student is interested in a particular job or industry. Technical courses combine practical learning with developing knowledge and skills. They are available at a range of different levels which are the equivalent to one, two or three A Levels
- **Apprenticeships** - for students who want to earn a salary and work towards gaining a qualification. Typically spend one day a week in college with the rest of the time spent in a place of work



College partnerships



**SIR JOHN DEANE'S
SIXTH FORM COLLEGE**
1557



**Warrington
& Vale Royal
College**



**Cheshire College
South & West**

Apprenticeship options



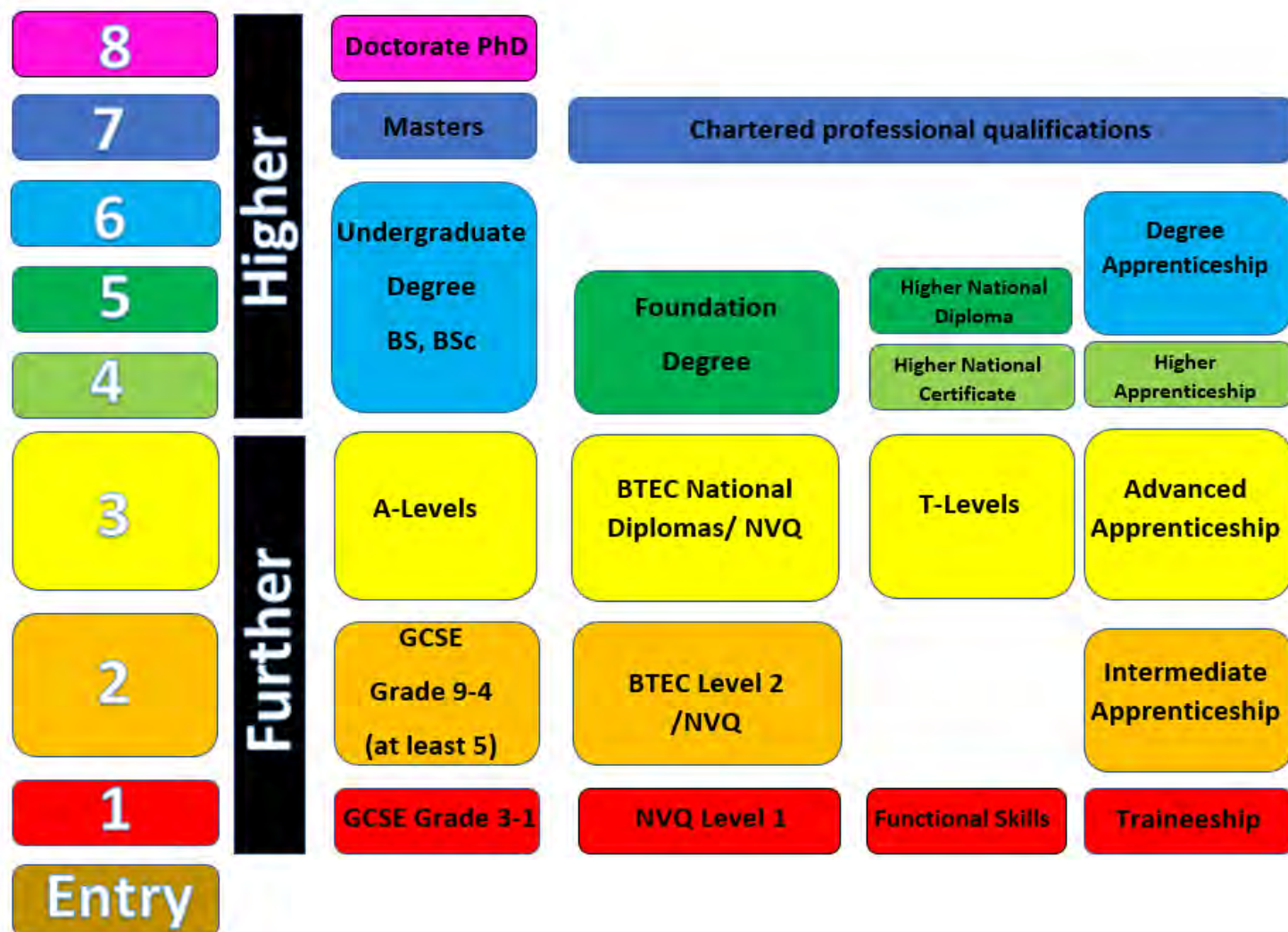
AIRBUS



[Find an apprenticeship - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



Qualification Levels



All Level 3 Qualifications
give
UCAS points for University
but not all courses accept
these as being equivalent

Post 16 Qualifications

Level	Qualification				
3	Further	A-Levels	BTEC National Diplomas/ NVQ	T-Levels	Advanced Apprenticeship
2		GCSE Grade 9-4 (at least 5)	BTEC Level 2 /NVQ		Intermediate Apprenticeship
1		GCSE Grade 3-1	NVQ Level 1	Functional Skills	Traineeship

Assemblies and Open events

Date of assembly	College provider	Open events	Website
Friday 20th September	Warrington Vale Royal	<ul style="list-style-type: none"> Wednesday 9th October 5:00pm-8:00pm Wednesday 6th November 5:00pm-8:00pm Wednesday 20th November 5:00pm-8:00pm 	https://wvr.ac.uk/
Monday 23rd September	Cheshire College South & West	<ul style="list-style-type: none"> Wednesday 9th October 5:30pm-8:00pm Wednesday 13th November 5:30pm-8:00pm 	https://www.ccswh.ac.uk/
Thursday 26 th September	Reaseheath College	<ul style="list-style-type: none"> Saturday 28th September Saturday 19th October Saturday 23rd November <p>*Book a time slot online</p>	https://www.reaseheath.ac.uk/
Friday 27th September	Priestley College	<ul style="list-style-type: none"> Wednesday 2nd October Thursday 3rd October Saturday 9th November Wednesday 20th November <p>*Book a time slot online</p>	https://www.priestley.ac.uk/
Thursday 3rd October	Sir John Deane's College	<ul style="list-style-type: none"> Saturday 5th October 9:20am-2:00pm Thursday 24th October 5:30pm-8:30pm Thursday 21st November 5:30pm-8:30pm 	https://www.sjd.ac.uk/

Application Process

- You can apply to as many Post 16 Destinations as you like – we recommend at least 2
 - Apply after Mock Results Day **22nd November***
- *Applications to Warrington Vale Royal should be made as soon as possible
- You will use your results from the ST1 assessments on your application
 - Colleges invite you for an interview (School/College/Phone)
 - All offers will be conditional, you only confirm your place in August 2025

Careers Education, Advice and Guidance

Post 16 Learning Pathways Events	Date
Post 16 learning pathways Launch	16th September
College and apprenticeship provider assemblies	19th September – 3rd October
The Cheshire and Warrington Pledge Careers Fair, Northwich Leisure Centre	8th October 3:30-6:00pm
Mock results day – start applying	22nd November
Appointments with Tutors	16th-20th December
Post-16 Applications (CHSL) deadline	20th December
College interviews	January/February
Apprenticeship application support	March
Careers Advisor meeting (Mrs Hutchinson – Mploy Solutions) <i>Individual/Group Sessions and Drop-ins throughout the year</i>	Ongoing
EfL Lessons <i>Form Tutors offering support with Application Forms and Personal Statements</i>	Ongoing

What to do next

- **Research:** Attend open events and Careers Fair; explore websites; request a prospectus
- **Reflect:** Use Careers Interview Feedback and Assemblies to reflect on research, as well as your own achievements, qualities and skills
- **Apply:** Access advice and support on offer in order to complete your personal statement, applications and interviews
- **Apply Again:** You can apply and receive offers from as many colleges as you like

If you need advice speak to your Form Tutor, Mrs Rowley, Teachers, Careers Advisor Mrs Hutchinson

Achieving Excellence

How to Succeed in Year 11

Mrs Berry – Year Leader



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The Year



Student
Tracking 1

Blood
Brothers
Trip

College
Applications

Student
Tracking 2

Prom

Results Day



College
Visits and
Open
Evenings

Mock
Results Day

New GCSE Grades	1	2	3	4	5	6	7	8	9
Old GCSE Grades	F/G	E	D	C	B	B	A	A*	A
				Bottom 2 thirds	Midway	Top 2 thirds			

Senior
Citizens
Party

GCSE Exams

Last Day in
School



Achieving Excellence for *all*

The County High School Leftwich

Aspiration, Kindness and Pride

WHAT DOES SUCCESS LOOK LIKE IN YEAR 11?

ASPIRATION – KINDNESS – PRIDE

‘Our expectation is that students aspire to be the best version of themselves’



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Enrichment Events Leadership in our School Community



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ool Leftwich

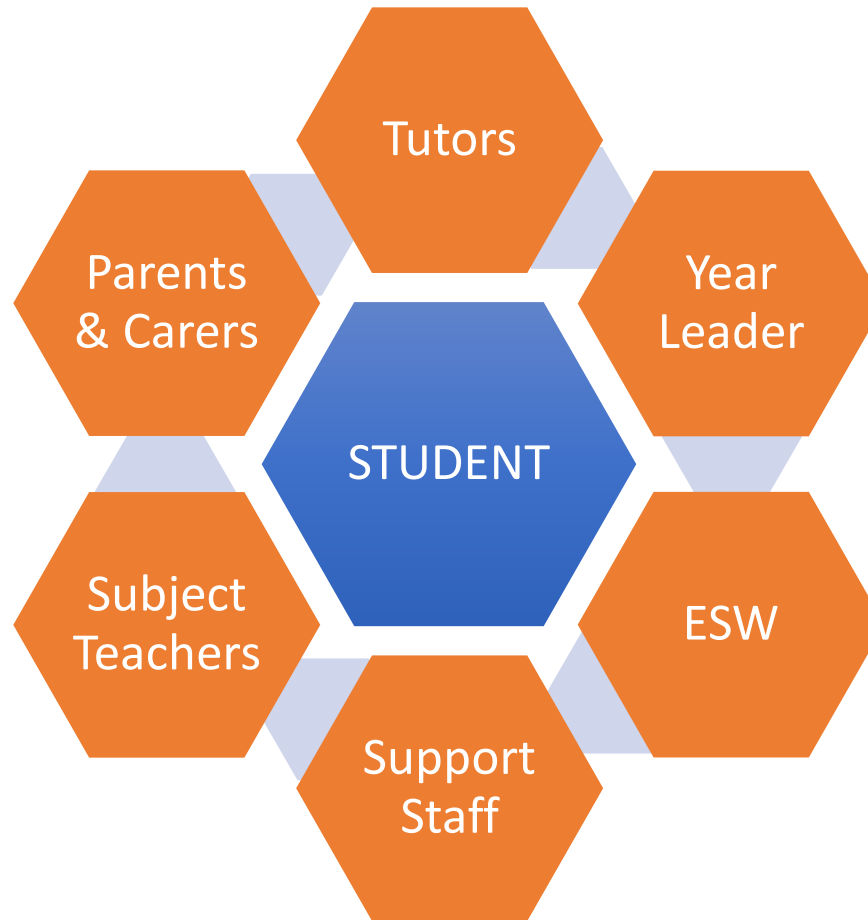
Aspiration, Kindness and Pride

What does success look like in Year 11?

**Students who attended over 95%
of the time achieved on average
at least half a GCSE grade higher
in every subject than those who
attended below 95%.**



Student Support in Year 11



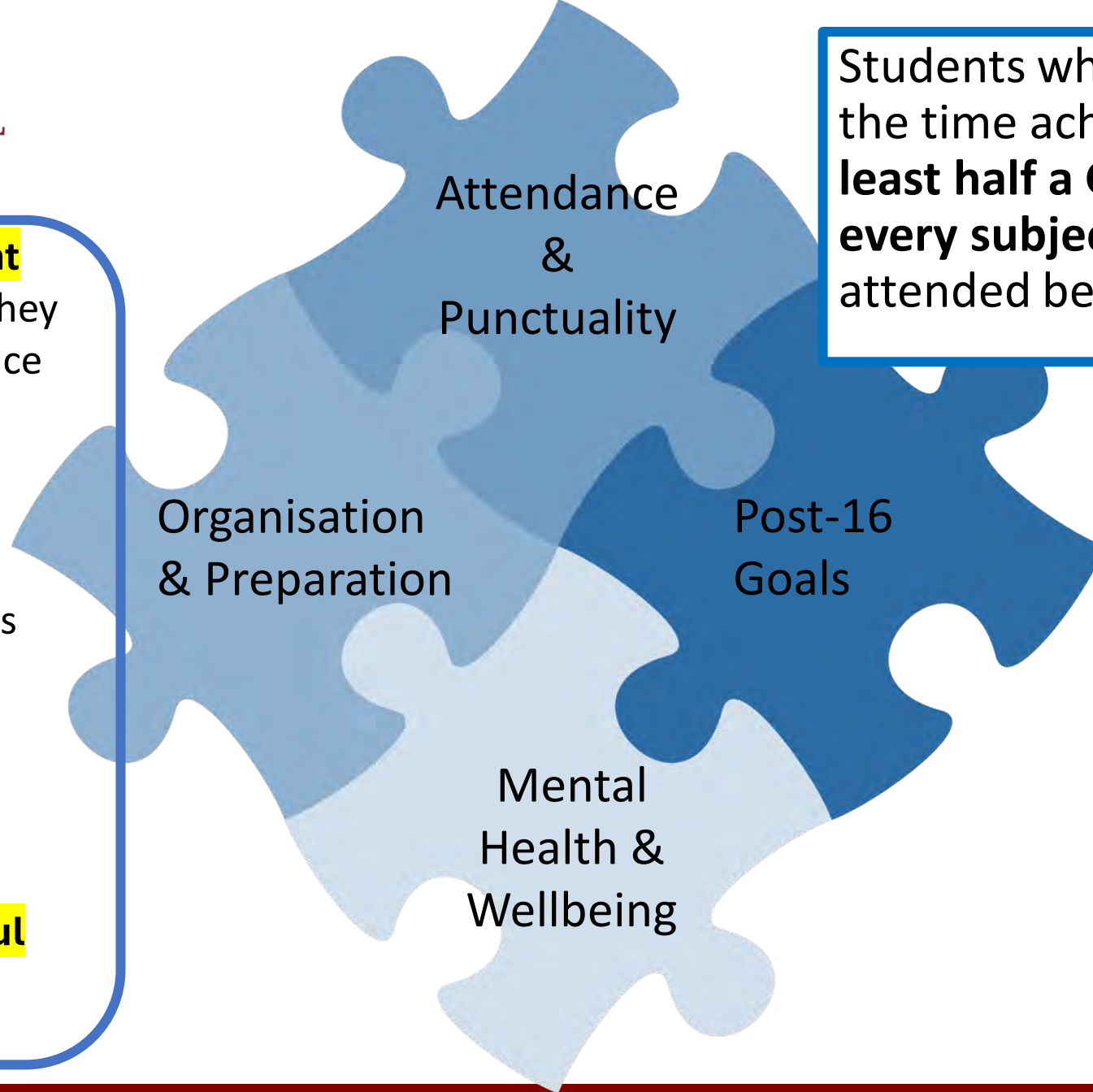


Required Equipment

- Casio calculator - they need this for Science and Maths (8 papers in total).
 - Black pens
 - Protractor
- Pair of compasses
 - Ruler
 - Rubber
 - Pencil/s
- Highlighter/s

Optional but useful

- Note pad
- Flashcards



Students who attended **over 95%** of the time achieved on average **at least half a GCSE grade higher in every subject** than those who attended below 95%.

Tutor Time Programme

'A' Week Monday

Motivational
Monday
Head Teacher's
Assembly

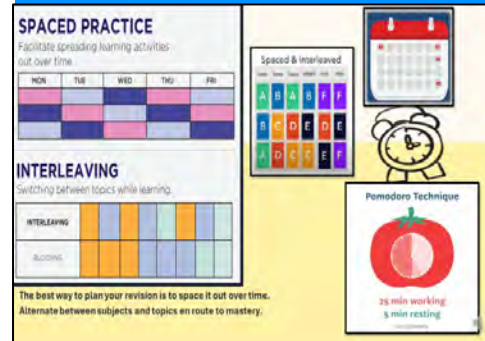
'A' Week Tuesday

Revision
Further Maths



'A' Week Wednesday

STARR



'A' Week Thursday

Personal
Development



'A' Week Friday

Feel Good Friday



'B' Week Monday

Motivational
Monday
Year Leader's
Assembly

'B' Week Tuesday

Tutor Reading
Further Maths

'B' Week Wednesday

STARR

'B' Week Thursday

Personal
Development

'B' Week Friday

Feel Good
Friday

Getting Started

3 GOLDEN THINGS

LOOK AFTER YOURSELF

PREPARE

ROUTINE



Set up the perfect study space

Make sure it's well lit, not too hot or cold and is quiet enough for you to work.



Start with the biggest or most difficult

It might seem easier to start with the smallest and easiest bits but by tackling the biggest, most challenging topics first you'll feel more confident in the long run.



Look ahead and make a plan

Look at your exam timetable and create a revision plan based on it. It'll help keep your revision organised.



Use the best methods for you

By now, you'll know which revision techniques work best for you but don't be afraid to use a new one if you're struggling to absorb a topic. Do whatever works best for you.



Take regular breaks

It's important to ensure you take regular breaks, you need to rest your brain to process the information you're learning. Arrange time with friends and family or watch a bit of Netflix (just be sure not to binge-watch a whole series).



Eat healthily

Make sure to eat three healthy meals a day and limit your caffeine and sugar intake. Power foods for your brain include blueberries, salmon and nuts, so be sure to stock up!



Move distracting apps out of view

Your phone can be a huge help for revision, but also a distraction. Move any apps that are likely to distract you to the last page, so you aren't tempted. Add apps that can help you (like the GCSEPod app) to your phone's home screen as a reminder to keep up your revision.



Exercise

A healthy body = a healthy mind. Try to do at least 20 minutes of physical activity a day to help improve focus and stay relaxed.



Sophie Hannon



"Start revising early. If you do this, it will all be ok. Enjoy Year 11, it goes so quickly. Try not to miss any school at all. You really notice when you do."

Amaan Maqbool



"Keep listening to advice from teachers and take ST1 and 2 seriously. I realised that this was actually revision for the real exams, as well as for the STs."



Maxwell Scott

"Start the work now and don't leave it until it is too late. Enjoy Year 11 and stay calm. Make sure you apply to at least 2 colleges. You will feel better if you have a plan A and a plan B."



Isabel Smart

"Keep working hard, stay consistent and keep motivated. Think about how you want to feel when you open your results."

How can you help at home?

- **Help them to look after themselves**
- **Minimise distractions in the home**
- **Be familiar with effective ways to retrieve information**
- **Use motivating language**
- **Reflect with them**
- **Protégé effect**
- **Talk about transferable skills**
- **Provide and support a balance**



- There may be lost of ups and downs along the way – but there is lots of support available.
- 3 Golden Things – Look after yourself, Prepare, Routine
- Attendance is significant for success – every minute and every day counts.
- There are lots of exciting opportunities for students from now until August – encourage students to embrace them all.
- Have a Plan A and a Plan B
- This is a team effort – we all work together to achieve success for our students and your children.



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**THE BEST VIEW
COMES AFTER
THE HARDEST
CLIMB**