Year 9 Parents Information Evening

Mr R Forde, Head of Key Stage 4
Mr C Hambleton, Assistant Headteacher
Mr K Douglas, Headteacher
Outcomes

- Key Stage 4 pastoral structure
- Supporting your child's progress through Key Stage 4
- Differences between Key Stage 3 and 4
- Changes to GCSE curriculum
- Kirkland Rowell Parent survey findings
- Site development and the Foundation
• **Key Stage 4 Pastoral Team**

• Form Tutor
  – 10 Ashton - Mrs Millard (Mr Callahan)
  – 10 Blake Miss West and Ms Paul
  – 10 Elgar Ms Baugh and Mrs Hawkins
  – 10 Hockney Mrs Scott
  – 10 McCartney Mrs Atkin and Mrs Park
  – 10 Olivier Mrs Brewer and Mr Reaney (Mrs Wilson)
  – 10 Turner Mrs Cox and Mrs Ahluwalia

• Mrs Twine, Deputy Head of Key Stage 4

• Mr Forde, Director of Learning/Head of Key Stage 4

• Mr Hambleton, Assistant Headteacher
Form Tutor

- First point of contact for parents
- Distribute appropriate communication
- Monitor students daily/weekly behaviour
- Ensure school standards are met
Deputy Head of Key Stage 4

- Student welfare and support
- Academic Mentoring
- Parental meetings to discuss academic progress
Head of Key Stage 4

- Strategic overview of Key Stage 4
- Analysis of academic progress
- Monitoring of student behaviour and attendance
- Parental meetings to discuss behaviour
Main differences in the roles

Big picture vs day-to-day

Behaviour vs Progress

Monitoring vs mentoring
Mr R Forde, Head of Key Stage 4

• Spring 2015
Strategic overview

– Ensure student learning is delivering the schools vision/strategy
– Learning strategy underpinned by parental support delivered through four information evenings:
  
  Four information evenings through KS4
  i. 2x Parents evenings
  ii. Controlled assessment support
  iii. Revision support evening

– GCSE changes for 2017 examinations
  i. Moving to linear from 2016
  ii. Some A*-C changing to 9-1 grading
  iii. 5 A*-C changing to Progress of 8 subjects
Analysis of academic progress

- Analysis of academic progress
  - Use of academic progress data to improve achievement
    i. To maintain and challenge the engagement of high achiever
    ii. Stretch and challenge our mid level students
    iii. Support and challenge our low attainers
  - Communication of academic progress
    i. Letters to parents informing of outstanding academic progress
    ii. Letters and meetings with parents whose children need support or intervention
    iii. Parent, student and teacher agreed intervention strategies
    iv. Specialist tutoring and SEN support mechanisms
Behaviour and attendance

• Monitoring of student behaviour and attendance
  – Monitoring of student behaviour (including dress code)
    1. Parental meetings regarding Attitude to Learning
    2. Behaviour monitoring through data drop
    3. Support mechanisms for behaviour issues (including mentoring)
    4. Dress code, equipment and punctuality
    5. Focus on rewards and consequences

  – Monitoring of student attendance (including punctuality)
    1. Focus of attendance through the year
    2. Parental meeting for serious offenders including unauthorised term time holidays
    3. Support mechanisms for attendance and punctuality issues
What do we expect from your son/daughter?

– The Ricky Learner (reflective, resilient, resourceful, respectful, responsible and can build relationships)
– Strive to achieve their targets
– Make a positive contribution to the school and wider community
– Homework
– Effort
What do we expect from your son/daughter?

**Attitudinal Grades**
*(Behaviour) & Homework*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>All of the expectations are met consistently</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B</td>
<td>Most of the expectations are met consistently</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Too few of the expectations are met consistently</td>
<td>Requires Improvement</td>
</tr>
<tr>
<td>D</td>
<td>Most of the expectations are consistently <em>not met</em></td>
<td>Inadequate</td>
</tr>
</tbody>
</table>
What works well at KS4

- A great deal of excellent teaching
- Good students
- Excellent parental relationships
Parental Support

• Homework
  – Show My Homework

• Parental events to attend
  – Parents’ evening
  – Parent Information evenings

• Communication
  – Update details
  – Parentmail
  – Keep us informed
Parental Support

• Attendance and requests for leave
• Behaviour
  – Check ePortal and discuss any behaviour events and detentions
  – Discuss reports
• Academic Progress
  – Discuss data drops
  – Discuss preparation for Controlled Assessments
  – Discuss how revision will take place
  – Look at their books
    • Discuss teacher feedback
Key changes moving from year 9 to year 10

• Starting examinations, clean slate
• They have made their own non core GCSE choices
• 5 term course over Key Stage
• Controlled Assessments
• Independent learning key to success
• Attendance
• Role models
• New GCSE Curricula
The new GCSE Curriculum

• Current plans are now confirmed for new GCSEs for first teaching in September 2015 in:
  • English Language
  • English Literature
  • Maths
• New GCSEs in the Sciences, History and Geography, as well as Languages, are now scheduled for first teaching in September 2016.
• New GCSEs in art and design, dance, drama, music, design and technology, computer science, citizenship, religious studies and PE are also intended to be introduced in 2016.Linear GCSEs. Re-sit opportunities in November for English Language and Maths only.
The new GCSE Curriculum

- Assessment by external exam only
- Maths, English Literature and English Language to be externally assessed
- No Controlled Assessment where ability can be examined by written paper
- English Language to have a Speaking assessment that will be reported separately.
- Grades 9-1; A*-top C= grades 9-5. Some subjects will still be grade A*-G for your child's cohort
- Not a linear scale
  - More, finer discriminating pass grades
  - Fewer, broader fail grades
KS 4 Pastoral team

The continued happiness of all students in KS4 is of paramount importance in assisting them to realise their full potential and for the school to achieve

“Excellence in all we do....”.
Kirkland Rowell

- Spring 2015
### Non-academic criteria

#### Strengths

<table>
<thead>
<tr>
<th>Parent survey</th>
<th>Student survey</th>
<th>Staff survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers advice</td>
<td>Truancy control</td>
<td>[2] School security</td>
</tr>
<tr>
<td>School security</td>
<td>Community spirit</td>
<td></td>
</tr>
<tr>
<td>School facilities</td>
<td>Careers advice</td>
<td>[2] Levels of homework</td>
</tr>
<tr>
<td>Truancy control</td>
<td>Control of bullying</td>
<td>[3] Careers advice</td>
</tr>
<tr>
<td>School communication</td>
<td>Choice of subjects</td>
<td>[3] School discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Caring teachers</td>
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</tbody>
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#### Weaknesses

<table>
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<tr>
<th>Parent survey</th>
<th>Student survey</th>
<th>Staff survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing confidence</td>
<td>Computer access</td>
<td>[2] Computer access</td>
</tr>
<tr>
<td>Developing potential</td>
<td>Happiness of child</td>
<td>[2] Availability of resources</td>
</tr>
<tr>
<td>Teaching quality</td>
<td>Levels of homework</td>
<td>[2] Community spirit</td>
</tr>
<tr>
<td>Social health education</td>
<td>Social health education</td>
<td>[3] Control of bullying</td>
</tr>
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Summer Works 2015

• Refurbishment of Main School
• Funding from the Rickmansworth Foundation
Contacts

• Ms Twine, Deputy Head of Key Stage 4
twine@rickmansworth.herts.sch.uk

• Mr R Forde, Head of Key Stage 4
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