

Poynton High School

Key Stage 4 Information Evening Year 10





The Key Stage 4 Team



Miss Dovey

Director of Learning
(Years 10 & 11)

Miss Hollingworth

Welfare Leader
(Years 10 & 11)

Mr Shaw

Assistant to Key Stage 4

Mr Hoyle

Assistant Headteacher
Link to Year 10

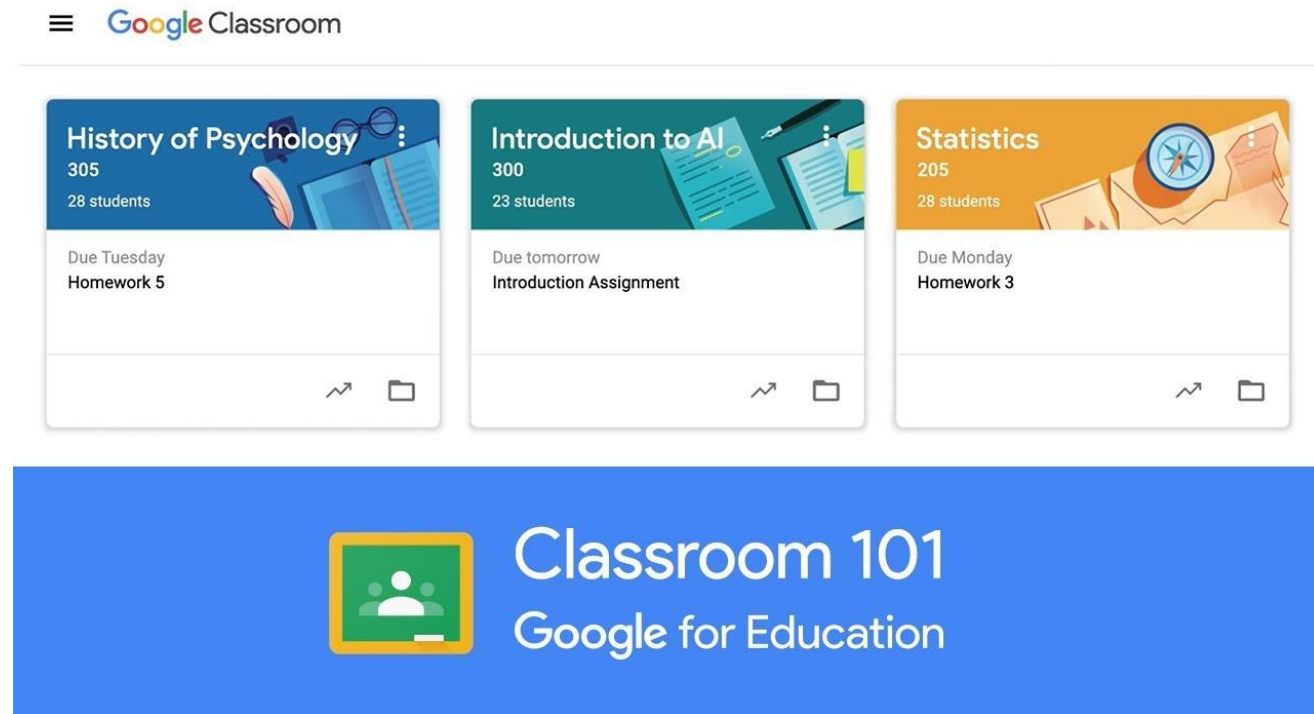
Google Classroom

Students can access home learning and other resources shared by their teachers. Please encourage you young person to check this each day.

Year 10 Google Classroom Page

This will be updated throughout the year. It will include:

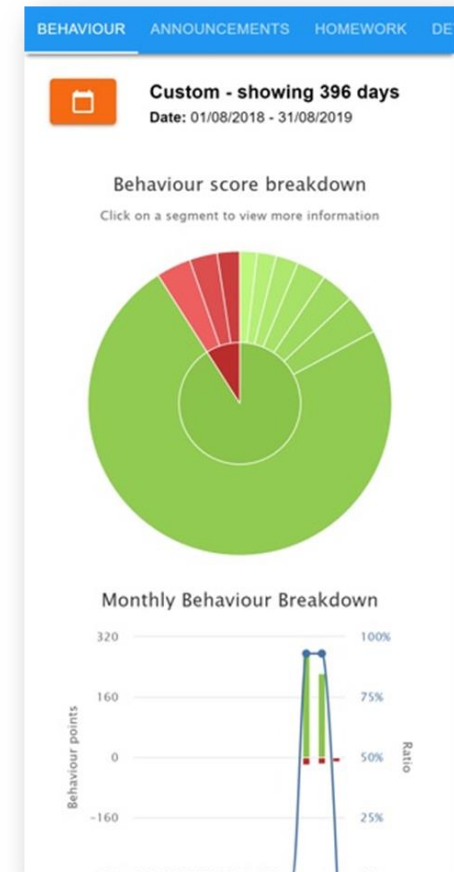
- Notices
- Important dates
- Mental health tips
- Revision tips
- Post 16 information



Class Charts

You can all log into ClassCharts where you can track your young persons conduct and attendance.

Later this year we will be launching the student version of the app.





Key Dates

- Assessment 1: 06/11/23 – 24/11/23
- Progress Grades 1: 12/12/23
- Parents Evening (online): 08/02/24
- Exams: 18/03/24 – 28/03/24
- Progress Grades 2: 14/05/24
- Assessment 3: 10/06/24 – 14/06/24
- Reports: 09/07/24

Reformed GCSE's

New GCSE Grading Structure

Ofqual
.....

What does this mean in 'old money'?

9-1 grading system.

Linear

More challenging content

Reduction in controlled assessment,
although some subjects still have this.

Now referred to as NEA. Non
examined assessment.

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



GCSE Results 2023

We are really proud of the achievements of our Class of 2023 Year 11 students. It is particularly impressive given the impact of the pandemic on young people everywhere.

At GCSE (1912 entries)

25% were at grades 7-9 (a 7 is equivalent to an old A grade) – national figure is 21%
81% were at grade 4-9 (a 4 is equivalent to an old C grade) – national figure is 68%



Ofsted

We continue to be 'a good school'.

The Ofsted report celebrates the many achievements of our school and reflects the pride we have in the staff, students and community of Poynton High School.

Inspectors praised our **'high aspirations for the achievement of pupils'**. They recognised that **'leaders have designed an ambitious curriculum which explicitly builds on pupils' previous learning. They have organised the curriculum well to enable pupils to develop an increasingly broad and sophisticated body of knowledge from Year 7 to Year 13'**.

Inspectors also commented on how students **'benefit from a well-considered programme to support their wider personal development'** and that **'pupils' learning is enhanced through the wide range of opportunities and experiences that are on offer to them'**.

Year 10 Maths

There are a total of 3 90 minute examination papers for the GCSE course. (1 non calculator examination and 2 calculator examinations)



AQA Foundation Tier

Designed to assess all students in the basics of mathematics whilst stretching those students beyond the current grade C in Algebra, Geometry and Statistics

Assesses grades 1 through to 5

Grade 5 covers approximately $\frac{2}{3}$ of the current grade B topics

50% of questions are at grade 4 & 5

AQA Higher Tier

Designed for students aiming to study or have use of mathematics post 16

Assesses grades 4 through to 9

Grade 9 covers areas of maths previously taught at AS level

50% of questions are at grade 7-9

English Language Exams:

Paper 1

20th Century Literature reading
Creative writing

Paper 2

19th Century and 21st Century reading
Transactional writing

100% Examination

Year 10

English Language & English Literature

English Literature:

Paper 1

Macbeth

The Strange Case of Dr. Jekyll and Mr. Hyde

Paper 2

An Inspector Calls

Power and Conflict poetry

Unseen poetry

100% Examination

Investigating Written
Language

How have the
writers used
method to convey
meaning?

Investigating
Spoken Language

S&L
Presentations

Other Worlds

Inquiry 5:
Wider Reading
and Writing

HT1

HT2

HT3

HT4

HT5

HT6

Power and Conflict
Poetry 1

William
Shakespeare's
Macbeth

Shakespeare's
Macbeth

Exam Preparation

Power and Conflict
Poetry 2

Stevenson's
*Jekyll and
Hyde* Plot
Investigation

Priestley's *An
Inspector Calls*



Follow the English department on Twitter to gain access to useful activities: @PHS_EngDept

Year 10 Science



GCSE Combined Science	GCSE Separate Science
2 GCSEs	3 GCSEs
AQA Combined Science: Trilogy (8464)	AQA Biology (8461) AQA Chemistry (8462) AQA Physics (8463)

- All students will take their Science GCSE examinations in the summer of 2025.
- Combined Science students will sit a total of 6 examinations to gain the equivalent of two GCSEs - they still study all 3 Sciences
- Combined Science students grade is based on the average of all six papers. Final grades will be given as 2 numbers e.g. 7-7 or 7-6
- Separate Science students will sit 2 examinations per Science subject to gain three GCSEs in Biology, Chemistry and Physics. They will gain a separate grade for each Science

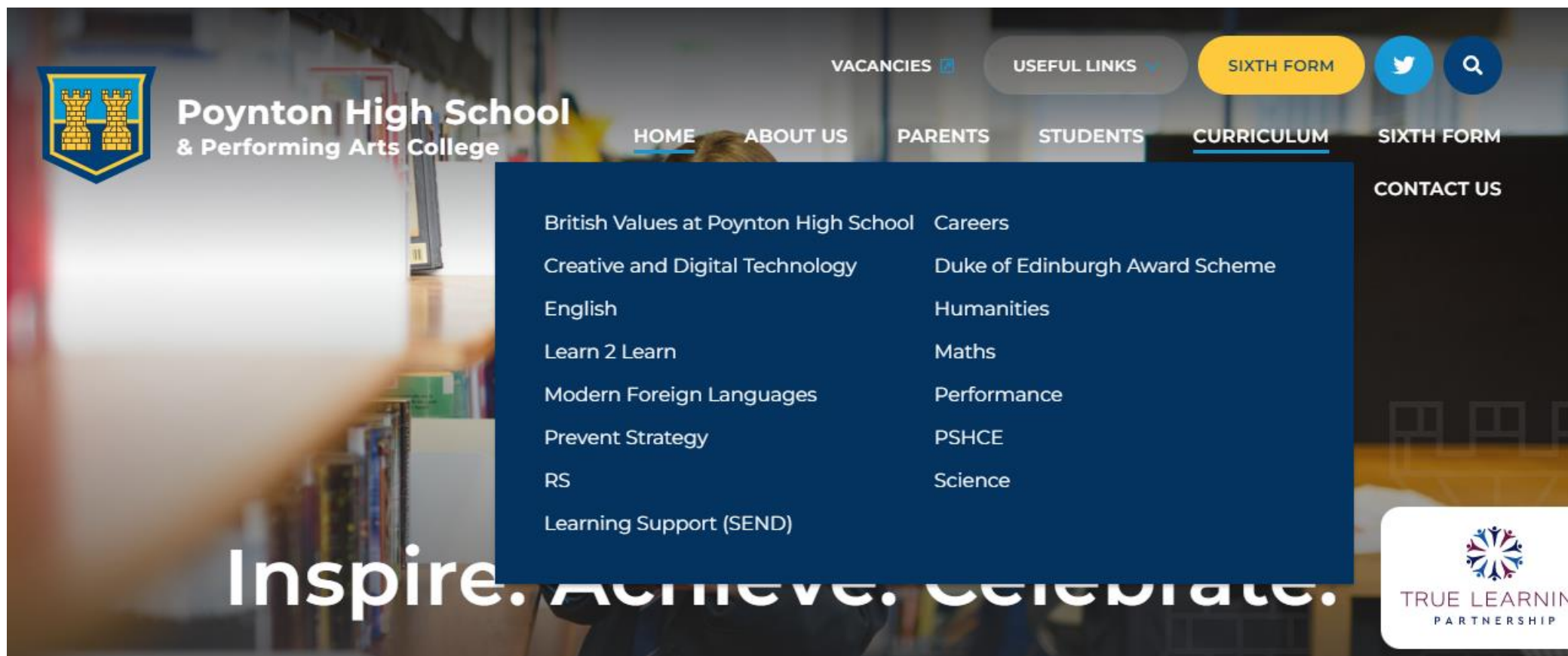
All courses are 100% examinations.

Year 10 Science



- Course is mapped out with built in revision time
- Checklists, Science Six and a chunked revision programme are used throughout the year.
- Information regarding revision guides and buying these at a reduced cost will be coming out this half term.
- Seneca – an online resource that students can use for consolidation, revision and personalised learning. Students will be receiving new log ins for this in the next few weeks
- Focus eLearning to revise required practical work - contains online simulations

More information about all subjects can be found on the school website and in the half termly bulletins



Post-16 Plans



Careers and Post 16 Options Fair Macclesfield College 18th October 4.00-6.00pm

Macclesfield Town Wide Careers Fair

Macclesfield
Wednesday 18 October 2023
4pm - 6pm

Free and open to all in the local area, especially those in Year 9 - 13 including parents/carers.

With over 50 stands, meet with: employers, colleges, universities, training providers and voluntary organisation from varying sectors, including digital, manufacturing, healthcare, and public services.

Whether you are deciding on subjects to study or careers to pursue, this is a great step to help you to explore your options.

- Learn about apprenticeships, T-Levels and A Level progression routes
- Find out more about going to university and interact with local universities
- Seek out part time jobs, volunteering placements or work experience opportunities.

Register now to confirm your place.

Register Now at
bit.ly/44MTkts

Scan to Register



THE
CHESHIRE AND
WARRINGTON
PLEDGE



Operating as the Cheshire and Warrington
Pledge Access programme



Careers Advisor

- We have an independent Careers Advisor, Mrs Rush who works at school on Mondays and Tuesdays.
- All students will be seen for a 1:2:1 appointment by the end of term one of Year 11.
- Appointments started in the latter part of Year 10 and are ongoing.
- Mrs Rush offers a lunch time drop in every Monday and Tuesday for student who have any questions.
- If parents have any careers related questions these can be send to the Careers Helpdesk at careers@phs.cheshire.sch.uk
- The Careers Advisor can also assist with college or apprenticeship applications and preparation for interviews. Students can either call to see Mrs Rush or request an appointment via their Form Tutor.

Researching for the future – finding good careers information and advice

- To make good choices for the future students will need reliable, up to date information
- To help them, school subscribes to a careers information platform called 'Indigo'. www.indigo.careers
- Students can use Indigo whenever they want. The more they use it, save their ideas and add to it, the more useful it will be for them in the future.
- Username is their school email account address (PHS not True Learning) and the password is Poynton21

► When you log in, you'll be taken to this Careers homepage:

Start here

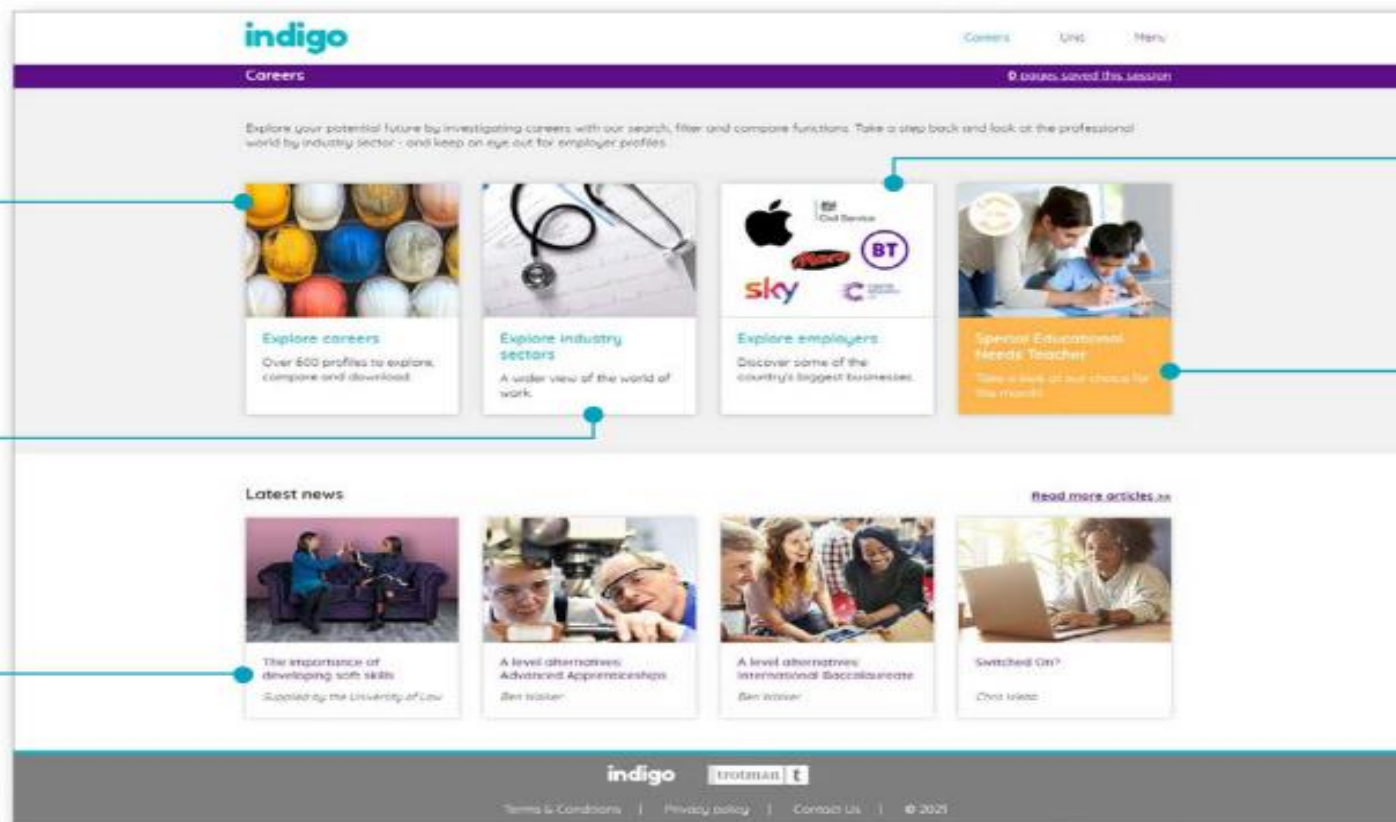
Click on 'explore careers' to browse job profiles.

Explore industry sectors

Click here to explore careers based around a specific industry or type of work.

Latest News

Here you can access the latest articles from our magazine.



Explore employers

This section contains information on some of the biggest companies in the UK.

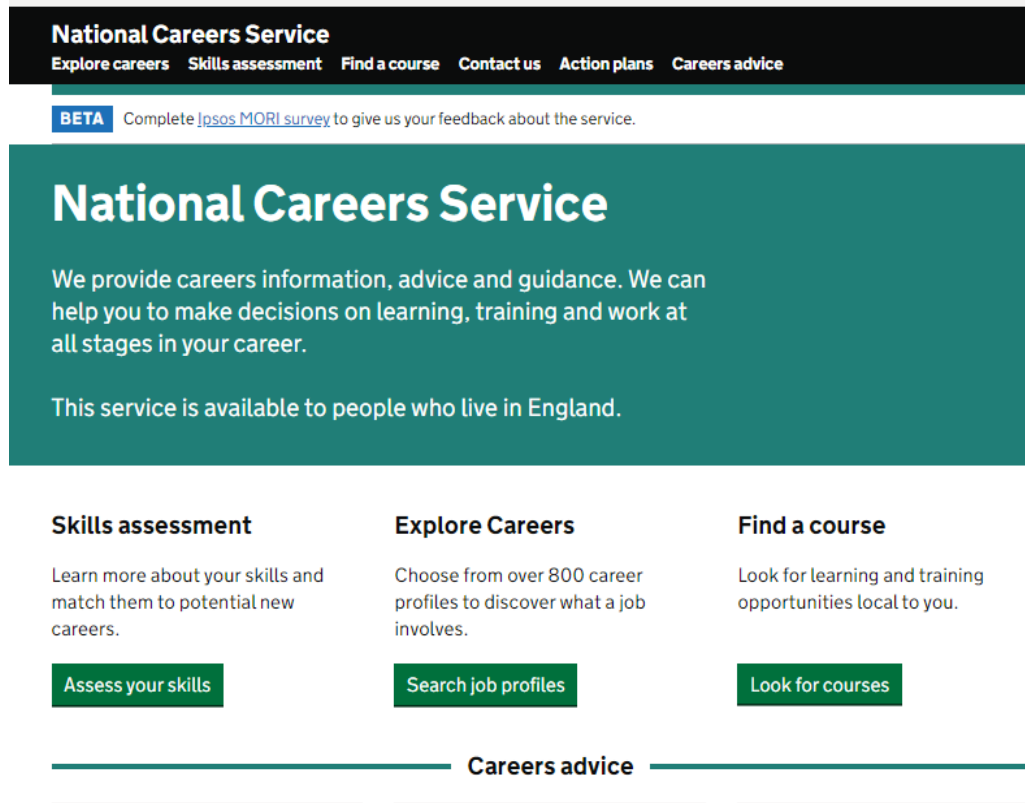
Click here to find out more about our Career of the Month!



Other reliable sites for Careers Research

National Careers Service website

<https://nationalcareers.service.gov.uk/>



The screenshot shows the National Careers Service website. At the top, there is a dark blue header with the text "National Careers Service" and a navigation menu with links: "Explore careers", "Skills assessment", "Find a course", "Contact us", "Action plans", and "Careers advice". Below the header, there is a green banner with the text "National Careers Service" and a sub-header "We provide careers information, advice and guidance. We can help you to make decisions on learning, training and work at all stages in your career." Below this, there is a section titled "Skills assessment" with a description "Learn more about your skills and match them to potential new careers." and a button "Assess your skills". To the right of this is a section titled "Explore Careers" with a description "Choose from over 800 career profiles to discover what a job involves." and a button "Search job profiles". To the right of that is a section titled "Find a course" with a description "Look for learning and training opportunities local to you." and a button "Look for courses". At the bottom, there is a section titled "Careers advice" with a description "Get advice on how to choose a career, what to study and how to apply for jobs." and a button "Get advice".

National Careers Service
Explore careers Skills assessment Find a course Contact us Action plans Careers advice

BETA Complete [Ipsos MORI survey](#) to give us your feedback about the service.

National Careers Service

We provide careers information, advice and guidance. We can help you to make decisions on learning, training and work at all stages in your career.

This service is available to people who live in England.

Skills assessment

Learn more about your skills and match them to potential new careers.

[Assess your skills](#)

Explore Careers

Choose from over 800 career profiles to discover what a job involves.

[Search job profiles](#)

Find a course

Look for learning and training opportunities local to you.

[Look for courses](#)

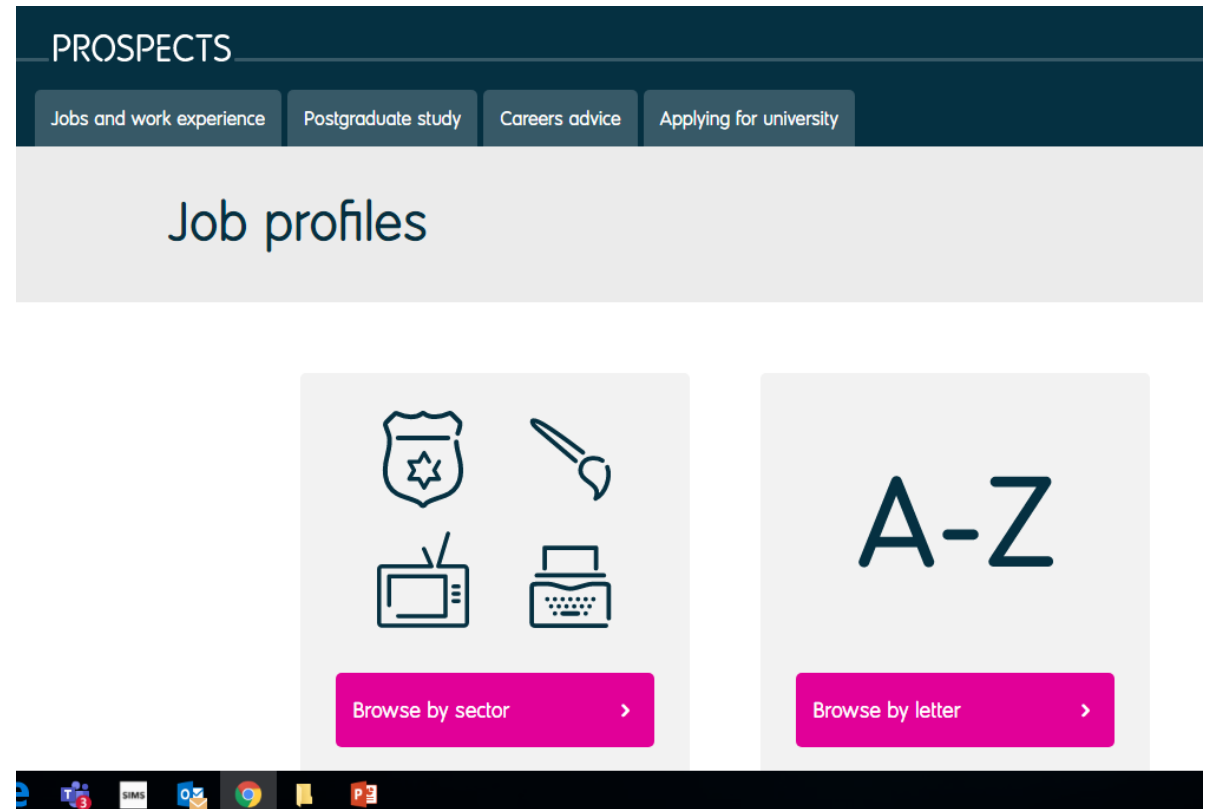
Careers advice

Get advice on how to choose a career, what to study and how to apply for jobs.

[Get advice](#)

Prospects Website

<https://www.prospects.ac.uk/job-profiles>



The screenshot shows the Prospects Website. At the top, there is a dark blue header with the text "PROSPECTS" and a navigation menu with links: "Jobs and work experience", "Postgraduate study", "Careers advice", and "Applying for university". Below the header, there is a section titled "Job profiles" with a description "Find out what you need to do to get into a job or profession." and a button "Find out more". Below this, there are two sections: "Browse by sector" with a description "Find out what you need to do to get into a job or profession." and a button "Browse by sector", and "Browse by letter" with a description "Find out what you need to do to get into a job or profession." and a button "Browse by letter".

PROSPECTS
Jobs and work experience Postgraduate study Careers advice Applying for university

Job profiles

Find out what you need to do to get into a job or profession.

[Find out more](#)

Browse by sector

Find out what you need to do to get into a job or profession.

[Browse by sector](#)

Browse by letter

Find out what you need to do to get into a job or profession.

[Browse by letter](#)

Poynton High School Educate – Challenge – Empower Charter

- We are proactive in making the positive changes needed for a world where everyone is treated fairly and equally.
- We are KIND and acknowledge that 'banter' can be dangerous and harmful to others, it cannot be used as an excuse.
- We recognise that peer on peer abuse takes a wide range of forms, ranging from sexist name-calling to physical abuse and have a zero tolerance of this.
- We openly challenge harmful language, stereotypes and actions (that show prejudice based on gender, sexuality, disability, race, ethnicity, religion and background.)
- We offer opportunities to talk about how we feel and actively encourage each other to support positive mental health.
- We support each other to make improvements and recognise that failure is part of the path to success.
- We LISTEN to each other and are mindful that everyone faces their own challenges and insecurities. We strive to understand each other.
- We allow and encourage others to do their best, and look out for each other so that this can happen never putting barriers in their way. We have high aspirations for ourselves and each other.
- We are honest.
- We support each other to stay safe in all of our interactions, including online. We look for opportunities to make others feel safe and boost their confidence.

Bringing us together to make sure that EVERYONE in is valued and works to promote an inclusive school community.



Supporting our young people.

- Welfare support
- Subject Intervention
- Half termly bulletins
- Sixth form mentoring
- Remote support – Google classroom
- Registration Activities
- Student development days
- Information and support for examinations – students will receive more information about this throughout the year

Supporting our young people



- All students are screened at the end of year 9 / beginning of year 10 to assess if they may potentially qualify for examination access arrangements. If something is raised during the initial screening they will be further tested to see if they qualify for access arrangements for the examinations.
- We have a referral process in school, where teachers can refer students to be tested for access arrangements. We would encourage our students to speak to their teachers if they feel they are struggling with assessments. Private assessments and requests from parents cannot be accepted.



How you can support your young person to achieve their potential



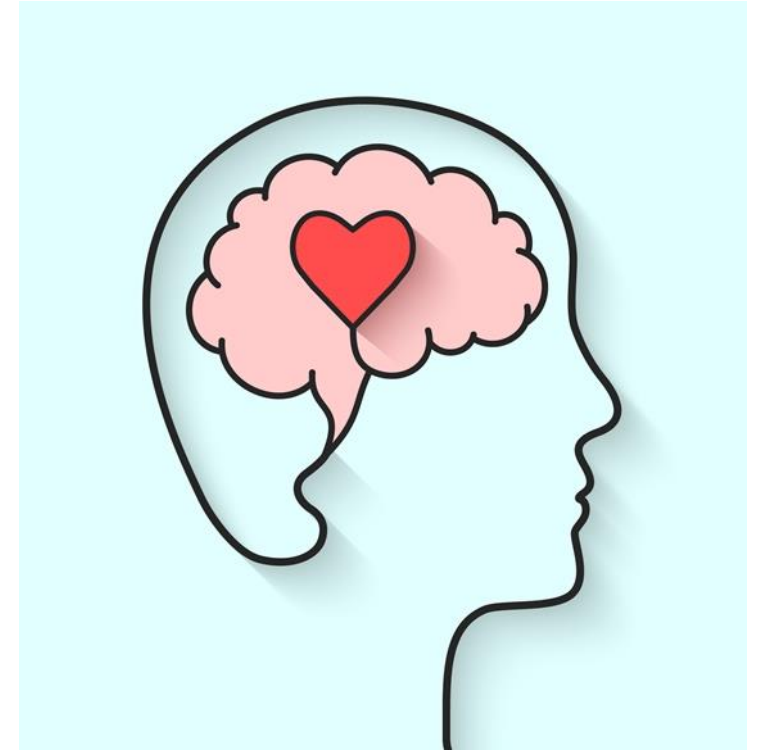


Supporting attendance and punctuality

- Allow plenty of time for getting ready in the morning.
- Ensure a regular bedtime routine.
- Arrange appointments after school hours.
- Please plan holidays in accordance with the school calendar.
- Use good judgement when your young person says they are ill.
- Talk to your young person about the importance of attendance.
- If your son / daughter can't come in, tell us as soon as possible.
- Ensure that students catch up on any missed work.

Support their mental health and wellbeing

- Develop routines
- Healthy sleeping habits
- Monitor screen time and the use of social media
- Positive conversations about school and learning
- Healthy living



Make sure they are prepared and ready to learn



- Full school uniform
- Full school equipment
- Have a space at home to keep their school work
- Encourage them to pack their bag the evening before

Engage them in conversations about their day and learning



- Ask them about their day. Get them to tell you about what they have been learning
- Set achievable goals with them
- Encourage them to speak to their teachers when they have questions
- Celebrate any achievements
- Discuss any consequence points



Help them to develop good study habits



- Encourage them to organise their books at the end of each day. Use their contents page and glossaries.
- Retrieval practice
- Reflect on their work
- Have they responded in red pen to teacher feedback?

Revise!

Revision

- **Start early!** We will provide lots of revision support for students, but they should ensure they are starting their revision early.
- **Create a revision timetable** – establish a balance between subjects ensuring all topics are being covered.
- **Try different techniques** – find what works for them!
- **Remove distractions** – mobile phones should be kept out of the way!
- **Get involved** – Support them by quizzing them or getting them to explain things to you.
- **Self care** – take regular breaks, eat well, exercise and get lots of sleep!

Preparing for assessments, making sure students can remember and use the content from class is a really important. We want to make sure that students do this in a way that works and that you can also support them. We have told students to think of this task being in **three parts or steps**.

STEP ONE

Preparation

Getting ready
and organising
your thinking

STEP TWO

Performance

Actively
TESTING
yourself from
memory

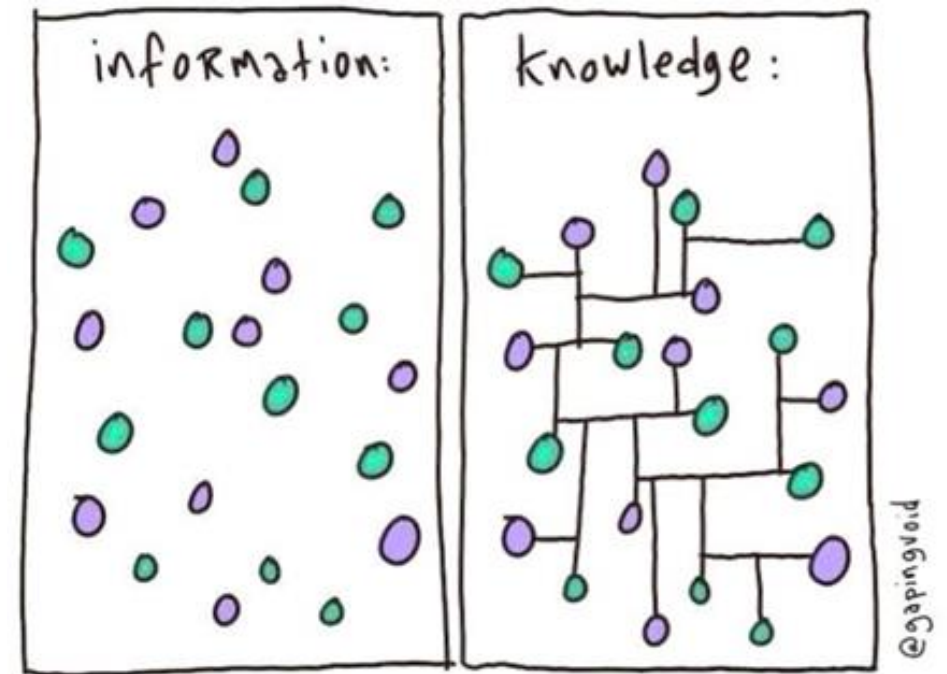
STEP THREE

Progress

...doing these
things
regularly over
time to build
confidence

STEP 1: PREPARATION

Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use. There are lots of techniques they can use.



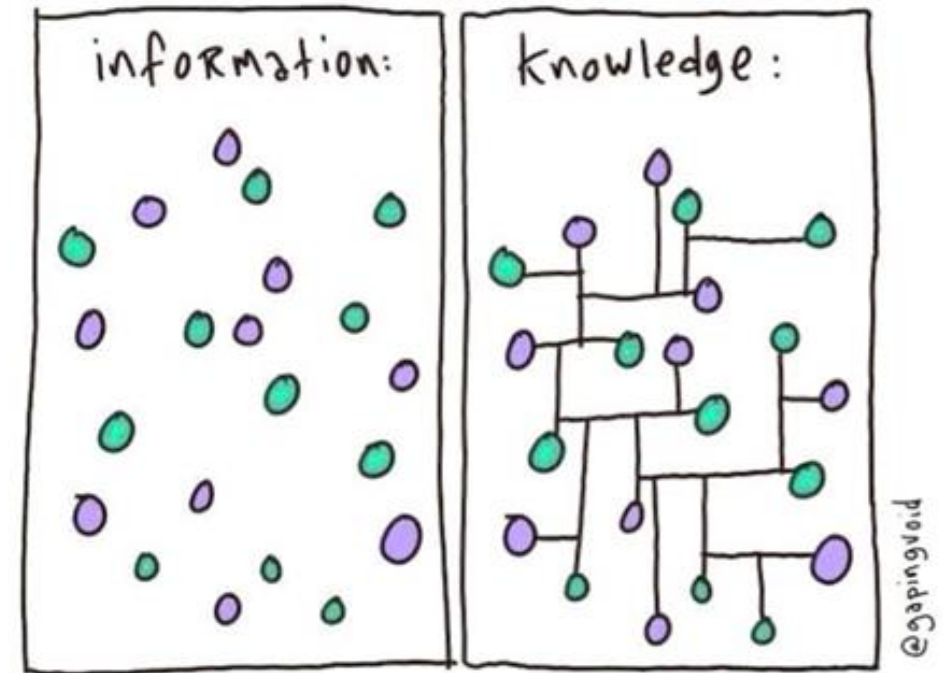
STEP ONE - PREPARATION

What will you revise from?

Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use.

There are lots of techniques they can use, including:

- Creating Mindmaps
- Making Cue Cards/Flash Cards
- Summarising notes
- Cornell Note Taking
- Transforming your notes into memorable images
- Designing an evil mock exam paper
- Planning answers to questions



STEP ONE - PREPARATION

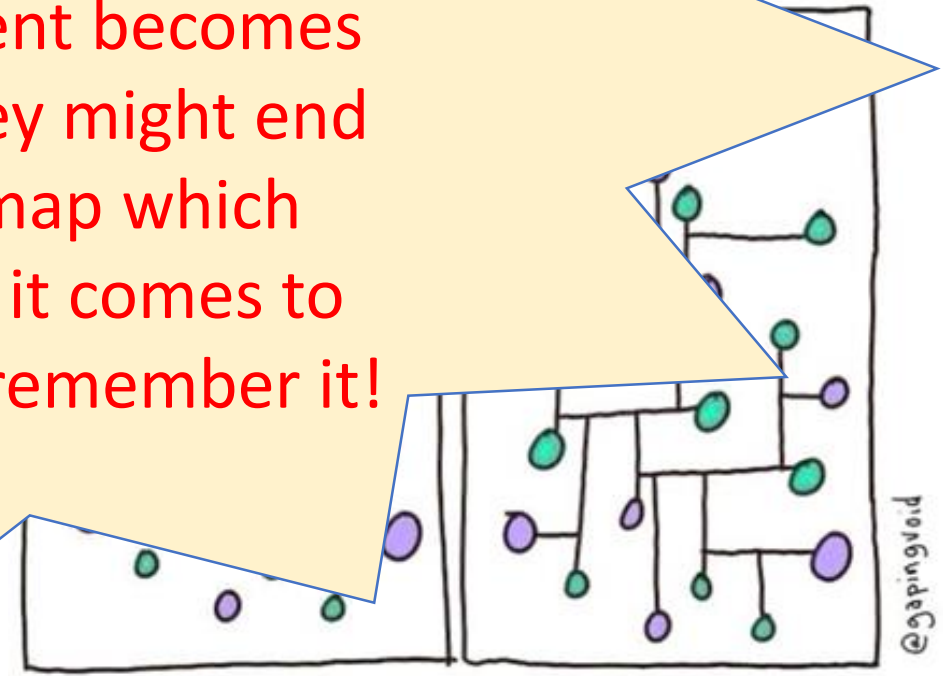
What will you revise from?

Students need to

to a format

BE CAREFUL! Some students spend
FOREVER in the Preparation Stage
and this means they miss the part of
revision where the content becomes
easier to remember. They might end
up with a lovely mindmap which
looks brilliant but when it comes to
the test they struggle to remember it!

- C
- Making
- Summaris
- Cornell
- Transforming y
- Designing an evil m
- Planning answers to

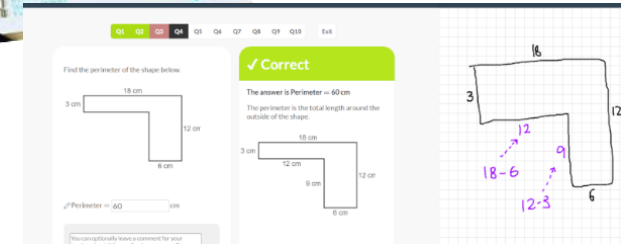


STEP 2: PERFORMANCE

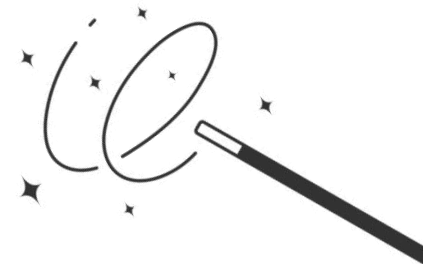
This is the stage that makes their learning 'stick'.



The only way to commit content to memory is to test themselves, they are testing their performance.



This is the stage where the magic happens.



STEP TWO

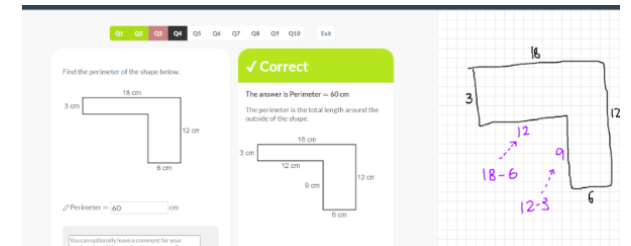
Performance

This is the stage that makes their learning 'stick'.
The only way to commit content to memory is to test themselves, they are testing their performance.

This is the stage where the magic happens.

Again, there are a lot of techniques that students can use in this stage, including:

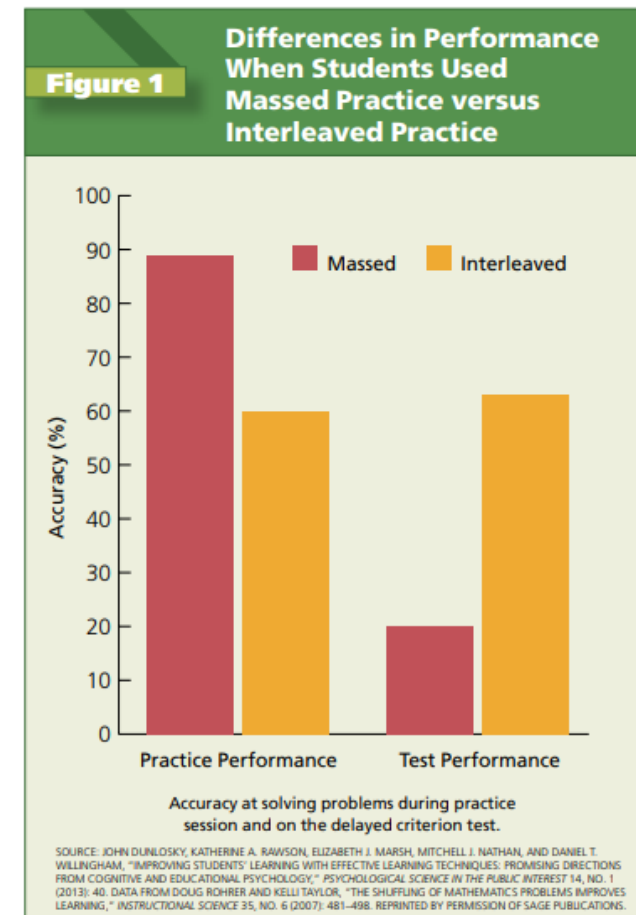
- Attempting an exam question WITHOUT NOTES in timed conditions
- Recreating an aspect of your mindmap FROM MEMORY
- Quizzing yourself with your cue cards
- Teaching someone else the topic WITHOUT NOTES
- Reading your teacher's feedback and changing your approach
- Mind Dump – noting down everything you know from a topic
- Practice questions (often online e.g. Dr Frost for maths or Seneca questions)



STEP 3: PROGRESS

Revision isn't a last minute cramming session before the exam.

IT TAKES PLACE OVER TIME.



STEP THREE

Progress

The more small chunks of revision students complete over time, the better they become in terms of their learning. They need to make sure they regularly return to the content to fully commit it to memory.

Creating opportunities to complete tasks from the Performance Stage and regularly reviewing learning will make sure that their revision sticks – it helps make sure they don't forget it!

M	T	W	T	F	M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH	ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH	MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH	SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.

STEP THREE

Progress

Creating a revision timetable where they give time to each of their subjects and each topic within these can make sure they do this.

Students need to make a note of what they'll test themselves on and when – making sure they create lots of opportunities to revisit each tricky topic.

M	T	W	T	F	M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH	ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH	MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH	SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.

STEP THREE

Progress

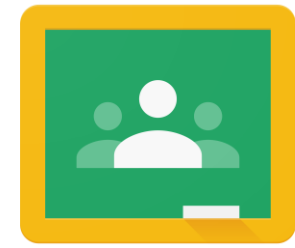
Reflect on their revision.

Make sure they alter the revision plan / timetable based on what they find out from the performance stage!

M	T	W	T	F	M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH	ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH	MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH	SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.

Support with home learning



Google Classroom

- Have a place for studying
- Plan home learning time into your routine – Students should be doing at least 2 hours of home learning / revision each day.
- Check Google Classroom
- Ask questions about their home learning and show an interest
- If they are stuck, encourage them to think it through and use the resources they have

Encourage them to challenge themselves

- Don't do the minimum – research something further!
- Share their ideas in class
- Failure is the stepping stone to success
- Take part in an extra-curricular activity/club
- Reading



Talk about their aspirations and careers

- Ask them about their aspirations
- Discuss different careers
- Use the resources on the school website



Broaden their knowledge and experiences

- Discuss a variety of topics
- Talk about things they might see in the news
- Visit interesting places with them



Educate – Challenge – Empower

**Encourage them
to take
responsibility for
their learning,
actions and
choices.**



Who to contact?

- Welfare concerns – Miss Hollingworth
- Concerns about general progress – Miss Dovey
- Specific Subject Progress concerns – For the attention of your child's class teacher
- All these contact details plus the safeguarding contact, SENCO, Headteacher and Chair of Governors can all be found on the contact us page of the school website.



Further Information



@PHS_Year10

You will be receiving via email a copy of this presentation.

Do we have the best email address to contact you on? If not, please email DO'Brien@phs.cheshire.sch.uk with your updated details.