

Poynton High School

# **Key Stage 4 Information Evening Year 11**





# 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

Mrs Greenfield

Assistant Headteacher  
Link to Year 11

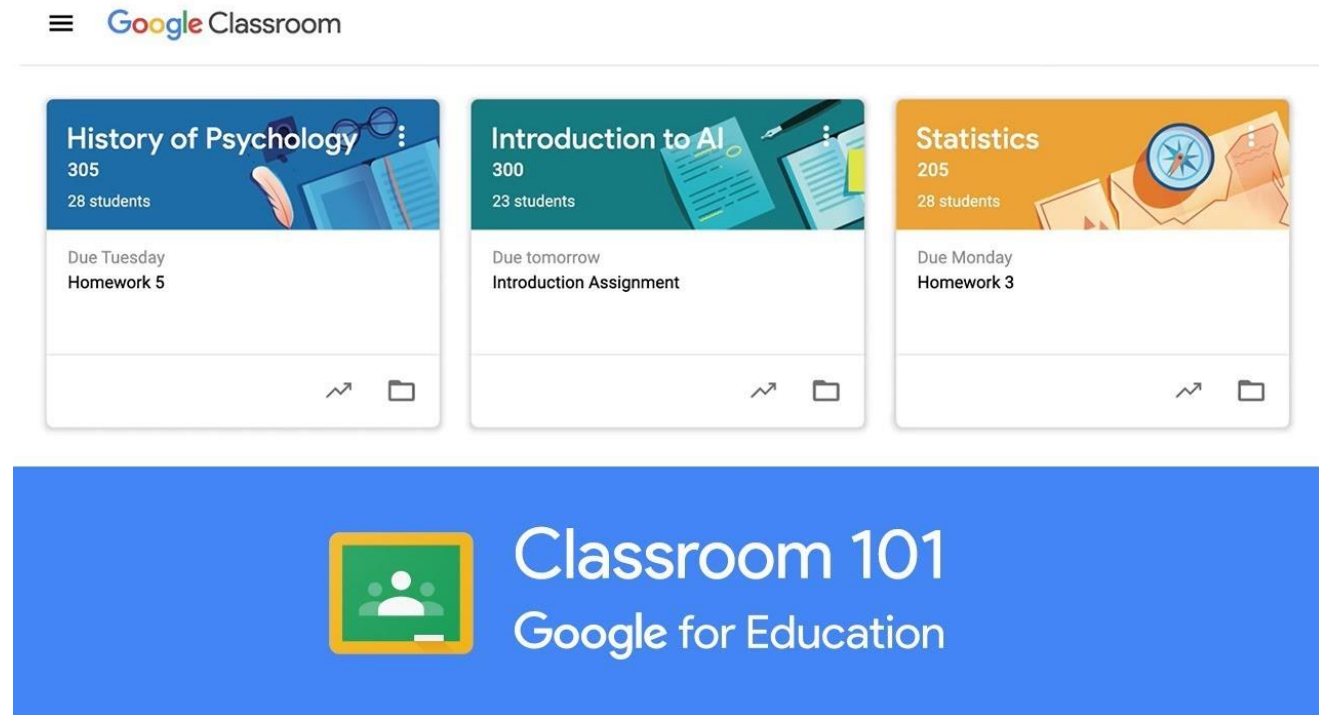
# Google Classroom

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

## Year 11 Google Classroom Page

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

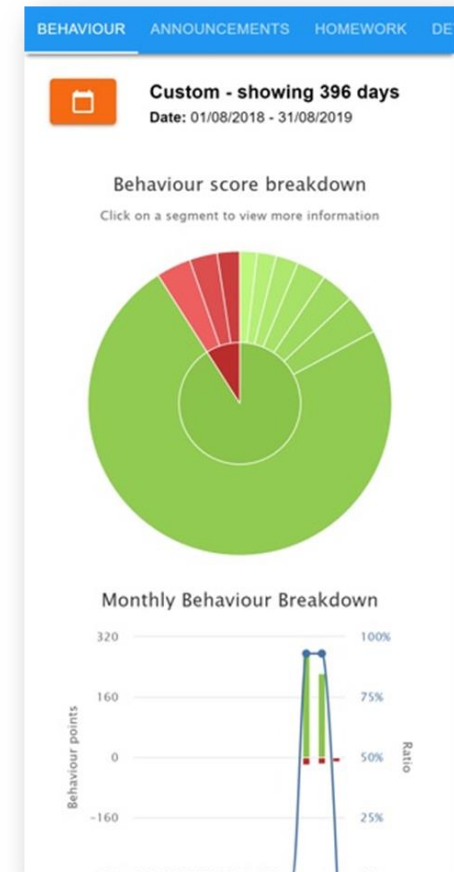
- Notices
- Important dates
- Mental health tips
- Revision tips
- Post 16 information
- Mock/exam timetables



# 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: 18/09/23 – 06/10/23
- Progress Grades: 31/10/23
- Mock Speaking Exams: 27/11/23 – 01/12/23
- Mock Exams: 04/12/23 – 15/12/23
- Reports: 24/01/24
- Parents Evening (online): 25/01/24
- Mock Exams: 26/02/24 – 01/03/24
- Progress Grades: 23/04/24
- GCSE Exams: 09/05/24 – 26/06/24
- Leavers Day and Prom: 27/06/24

# 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<br>GRADING STRUCTURE | CURRENT GCSE<br>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





# **GCSEs 2024**

## **External Examinations**

- Full subject content coverage.
- The usual arrangements for NEA, fieldwork and practical science are now in place.
- Our students should be confident that they are prepared due to our long track record of excellent results. As long as students continue to work hard and engage with their teachers they will do really well.
- We will continue to provide further information and support to you so that you can better support your child as they prepare for their examinations.



# 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'**.





# PHS Sixth Form

- Academic excellence
- Supportive careers education
- A wide range of enrichment experiences





# Where will PHS Sixth Form take you?



# PHS Sixth Form – Curriculum

- Career Ready
- Core Mathematics
- Extended Project Qualification
- Art & Design (A Level)
- Biology (A Level)
- Business (A Level)
- Chemistry (A Level)
- Computer Science (A Level)
- Drama and Theatre (A Level)
- Economics (A Level)
- English Language (A Level)
- English Literature (A Level)
- Fashion & Textiles (A Level)
- Geography (A Level)
- History (A Level)
- Mathematics (A Level)
- Further Mathematics (A Level)
- Media Studies (A Level)
- MFL – Spanish (A Level)
- MFL – German (A Level)
- Music (A Level)
- Philosophy & Ethics (A Level)
- Physical Education (A Level)
- Physics (A Level)
- Product Design (A Level)
- Psychology (A Level)
- Sociology (A Level)

## BTEC Level 3 Extended Certificates

- Business
- Health & Social Care
- Sport

## PLUS...

Our Sixth Form Enrich Programme providing leadership opportunities unique to a Sixth Form with main school links.

Tailored support through the UCAS application process and our Employ group.



# PHS Sixth Form – Entry Requirements

## Access to Sixth Form:

5 GCSEs at Grade 4 or above (one of these may be an equivalent in a CNAT qualification)

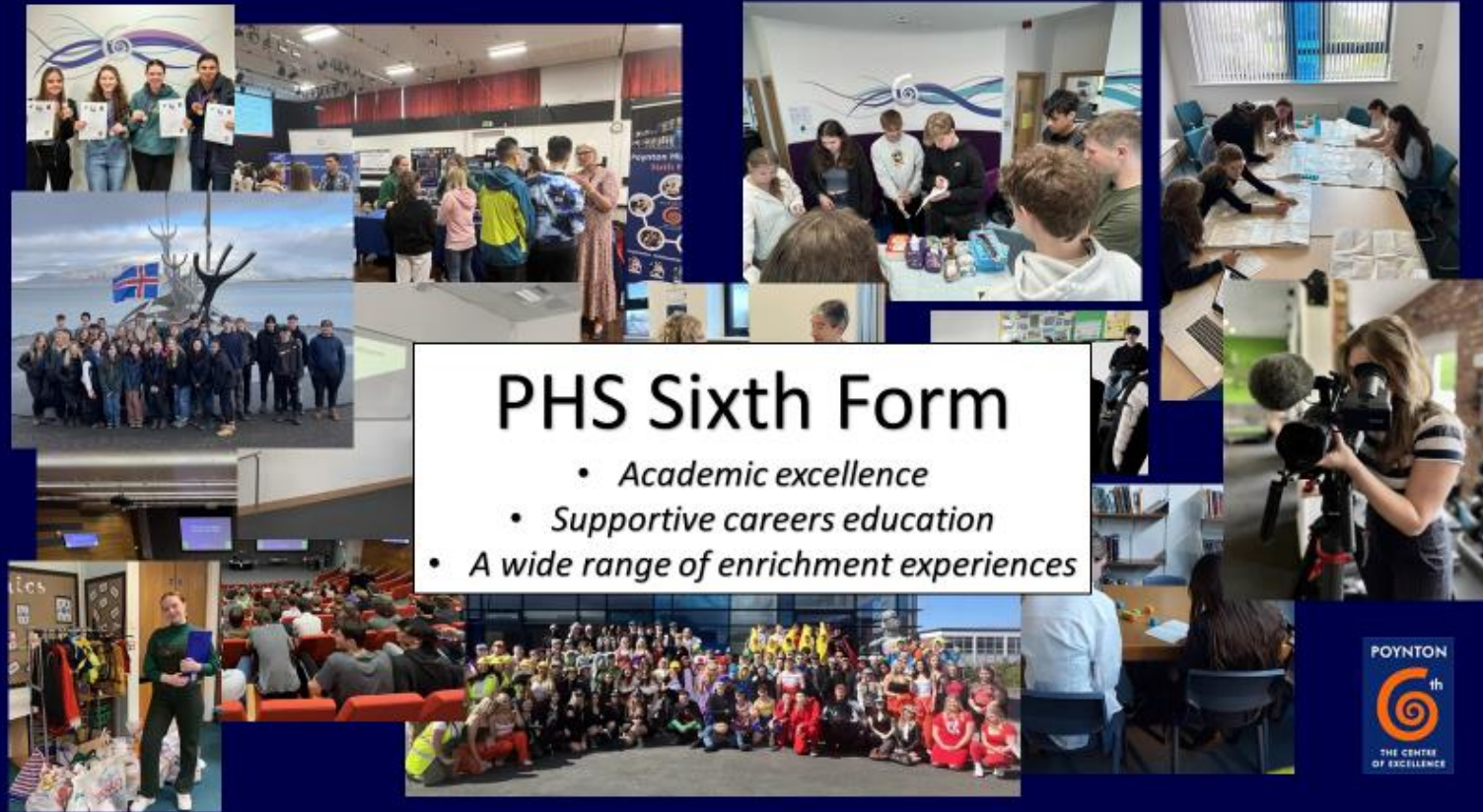
A wide number of subjects have additional entry requirements to ensure that students are fully equipped for the demands of the course.

Please see our website for further details of these.





# PHS Sixth Form – Open Evening



Thursday 16<sup>th</sup> November 5.30 – 8.30



# Post-16 Plans



# Careers and Post 16 Options Fair Macclesfield College 18<sup>th</sup> 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](https://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](mailto: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](http://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

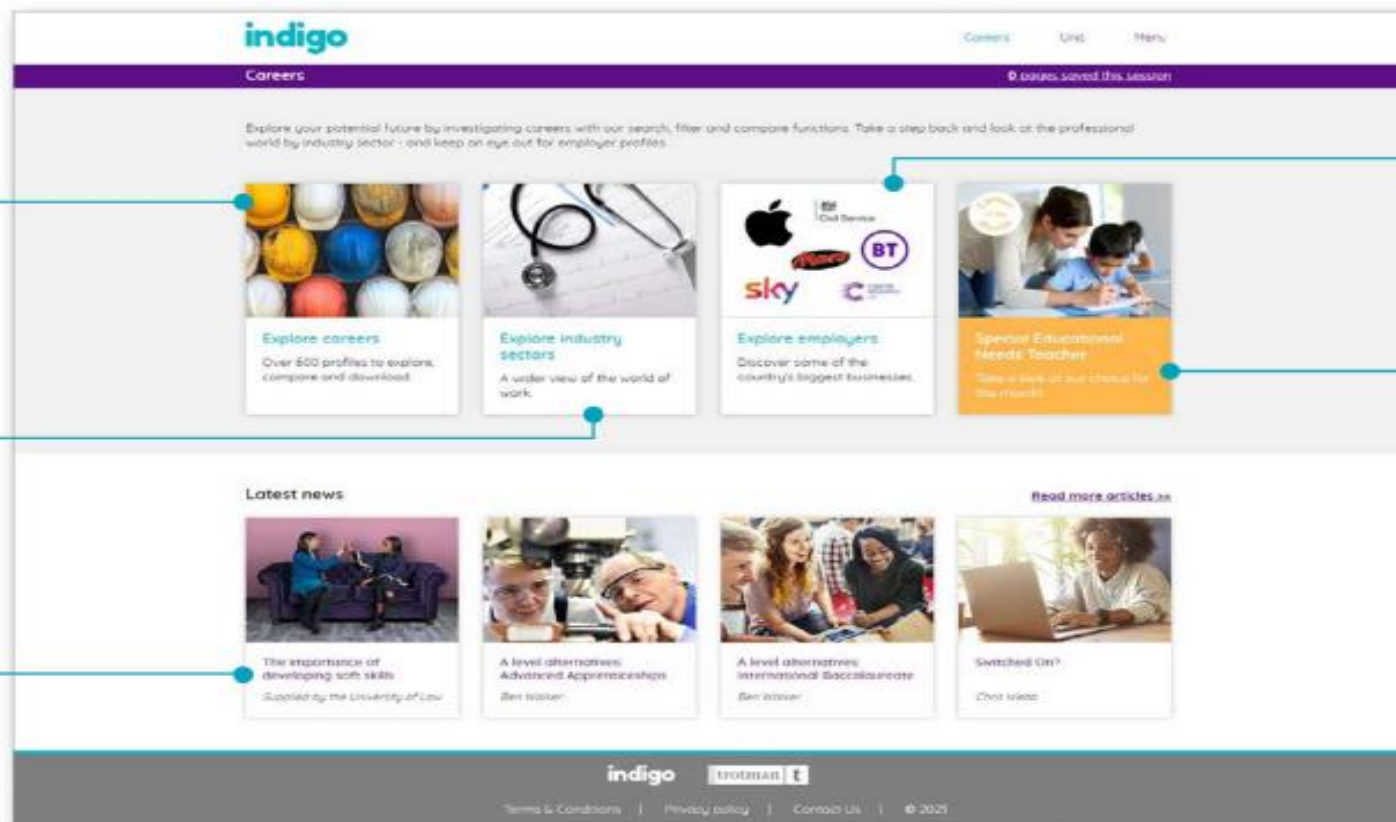
Click on 'explore careers' to browse job profiles.

### 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.

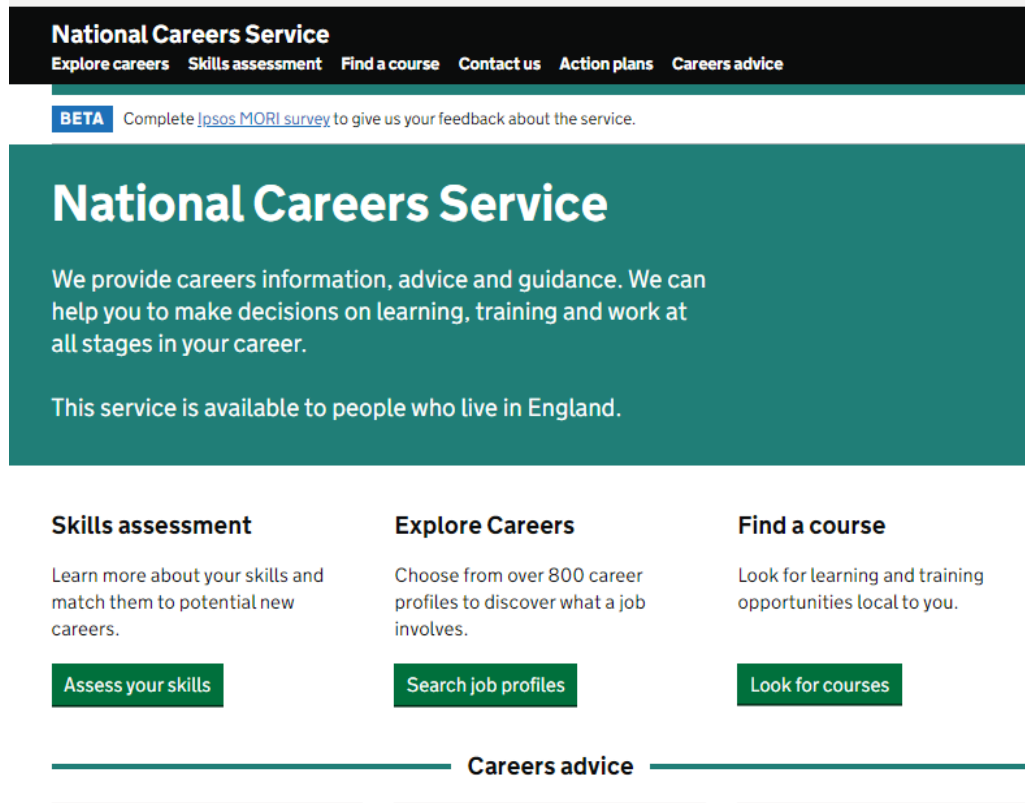
Click here to find out more about our Career of the Month!



# 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](#)

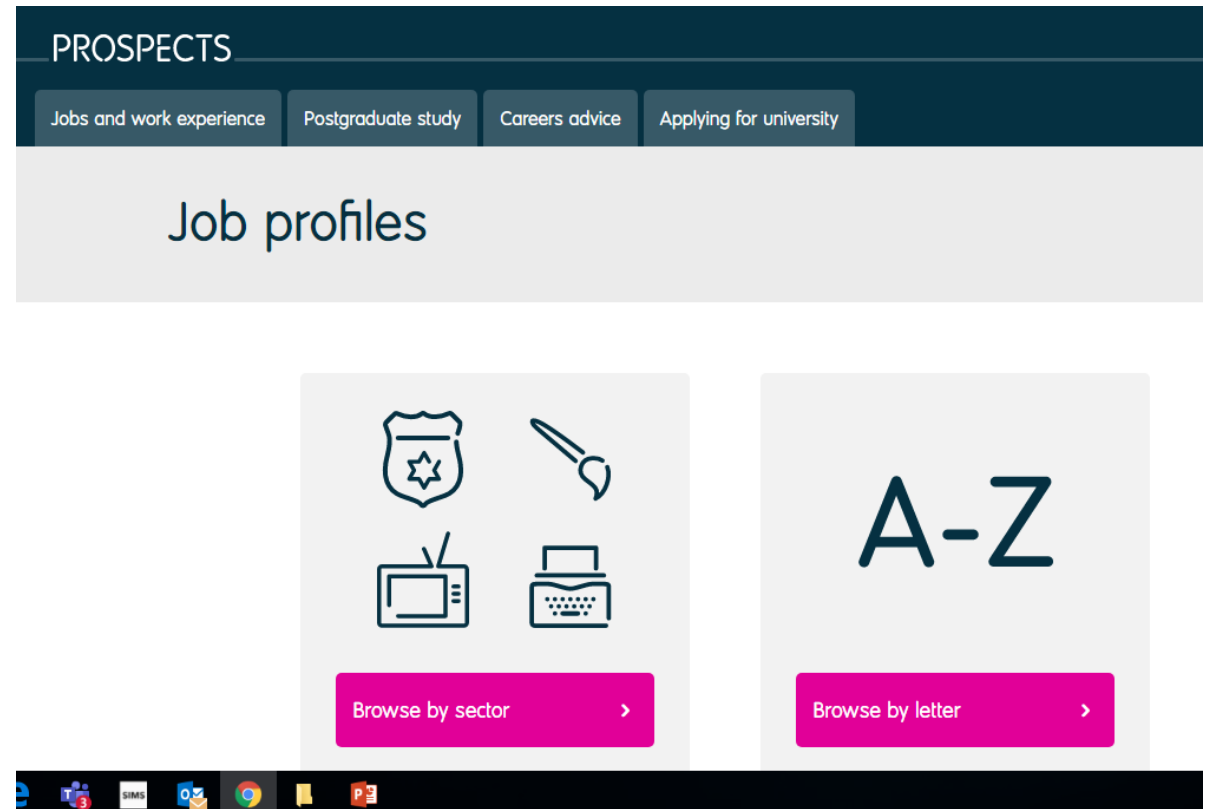
### Careers advice

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 is a section titled "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". To the right of this is a section titled "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](#)



# Year 11 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

# Year 11 English

## English Language:

### Paper 1

20<sup>th</sup> Century Literature reading

Creative writing

### Paper 2

19<sup>th</sup> Century and 21<sup>st</sup> Century reading

Transactional writing

***100% Examination***

### Key Points:

- ✓ All aspects of the English Language GCSE were originally studied in Terms 2 and 3 of Year 9 and the skills were interleaved throughout Year 10
- ✓ The focus of English Language study is memory and retrieval of the skills they have already developed
- ✓ Students have already completed their Speaking and Listening element of the course

## 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***

### Key Points:

- ✓ We have at least touched on every aspect of the English Literature course with the exception of Unseen poetry
- ✓ Student awareness of “need to know” is top priority and will be supplemented by knowledge organisers and key quote sheets

- ✓ Follow the English department on Twitter to gain access to useful activities: @PHS\_EngDept

# Year 11 Science



| GCSE Combined Science                   | GCSE Separate Science  |
|---|--|
| 2 GCSEs                                 | 3 GCSEs  |
| AQA Combined Science: Trilogy<br>(8464) | AQA Biology (8461)<br>AQA Chemistry (8462)<br>AQA Physics (8463) |

- All students will take their Science GCSE examinations in the summer of 2024.
- Combined Science students will sit a total of 6 examinations to gain the equivalent of two GCSEs
- 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

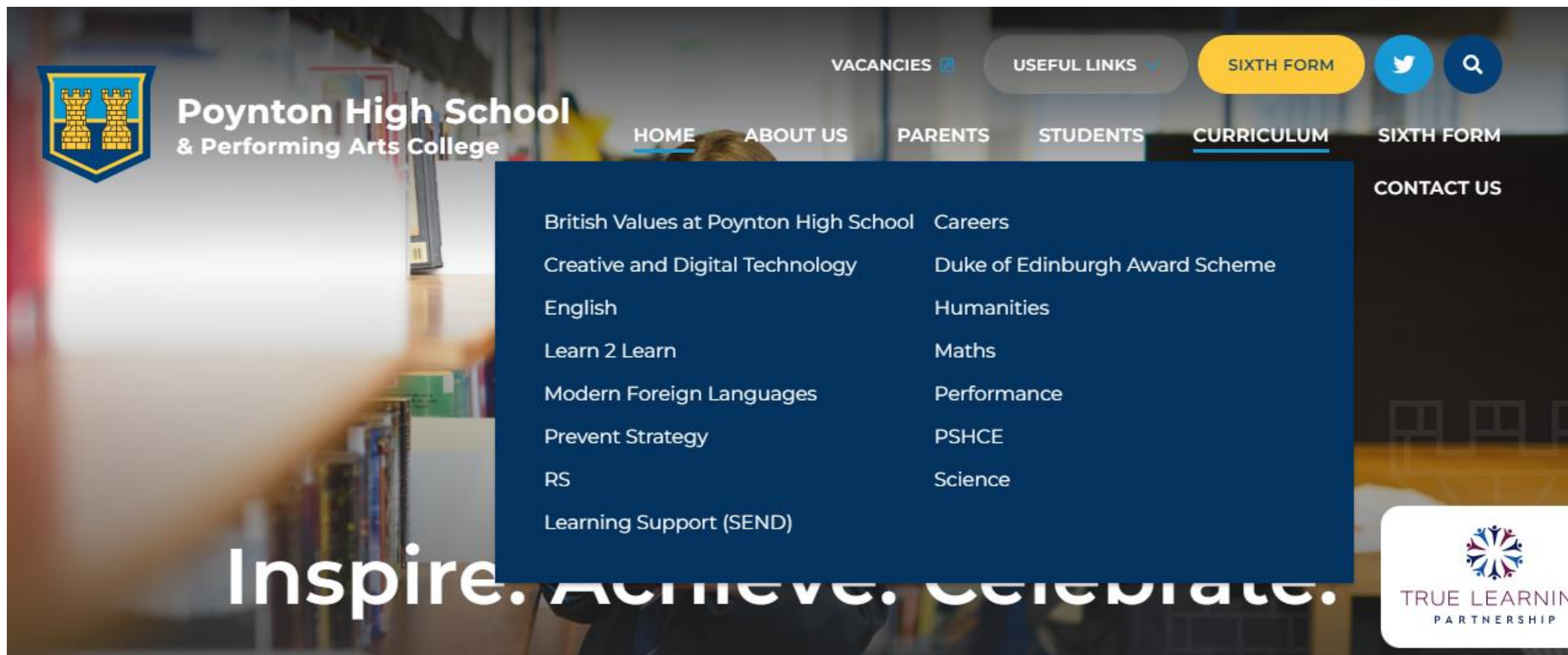
**All courses are 100% examinations.**



# Year 11 Science

- On target to complete the course and we have built in knowledge retrieval throughout
- Course is mapped out with built in revision time as usual
- Checklists, Science Six and a chunked revision programme are used throughout the year.
- 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





# 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.

# Proud Letters



Please do not tell your young person. The 'surprise' element has the biggest impact  
As a school we hold a whole year group 'Proud assembly' to celebrate students' achievements and let them know how proud we are of them before they begin their examinations.

Part of the assembly sees our young people receiving a SURPIRSE letter from somebody they are close to. The letter will be opened by students in the assembly and provides an opportunity for you to tell your young person how proud you are of them.

Of course, we are aware that you do this regularly but this is a lovely opportunity for them to take stock of the words you give them and provides a keep sake for the future.

If you would like to write your young person a proud letter please email this to:  
[year11proud@phs.cheshire.sch.uk](mailto:year11proud@phs.cheshire.sch.uk) including your young person's name and form in the 'subject.'

**Deadline = Monday 13<sup>th</sup> November 2023**



# How you can support your young person to achieve their potential





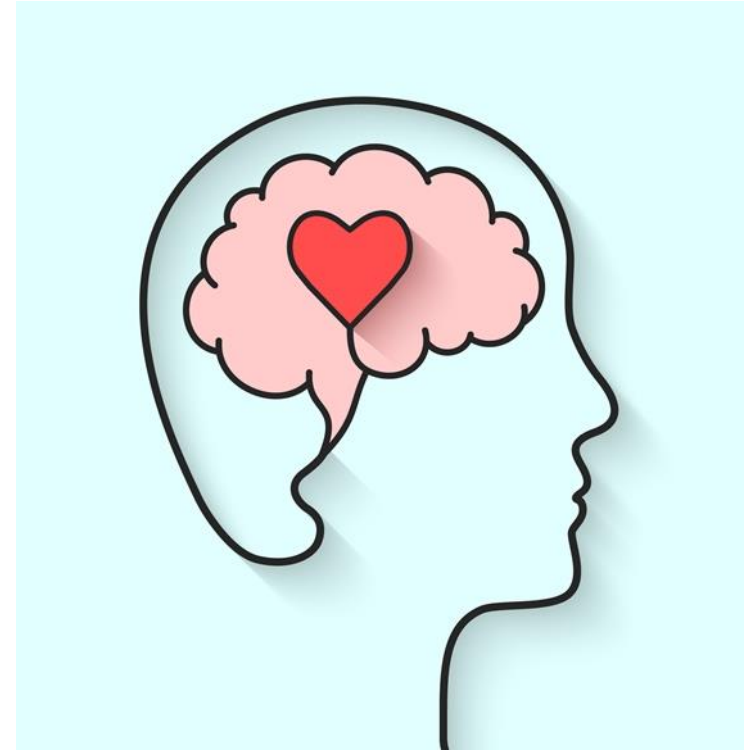


# Supporting attendance and punctuality

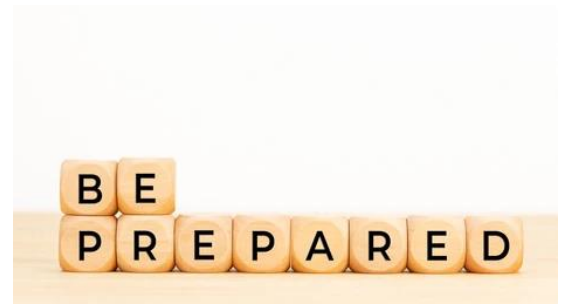
- Allow plenty of time for getting ready in the morning.
- Ensure a regular bedtime routine.
- Arrange appointments after school hours.
- Please plan holidays in accordance with the school calendar.
- Use good judgement when your young person says they are ill.
- Talk to your young person about the importance 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

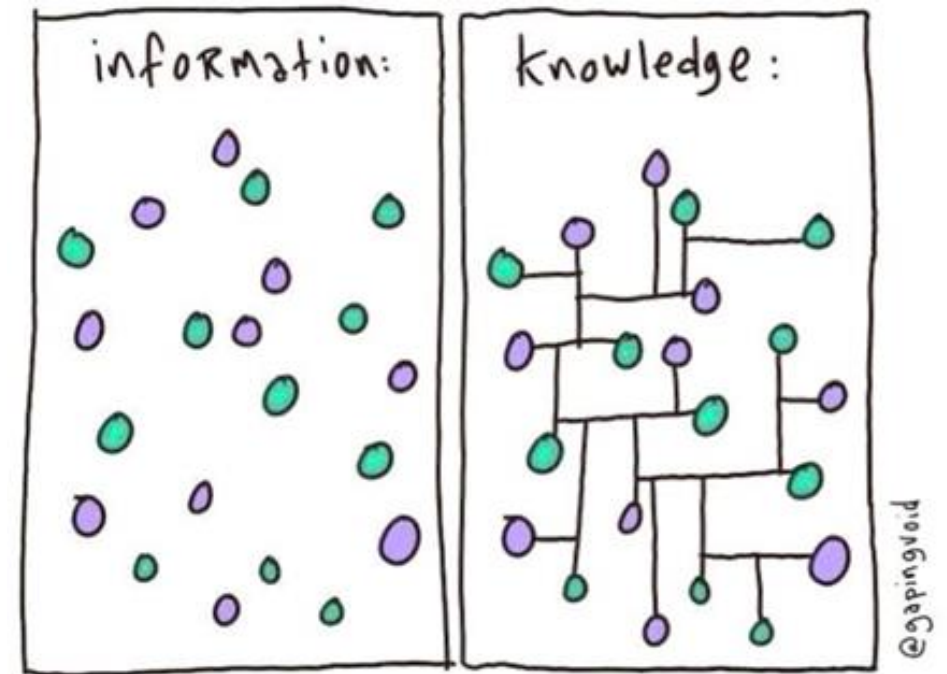
STEP THREE

## 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.





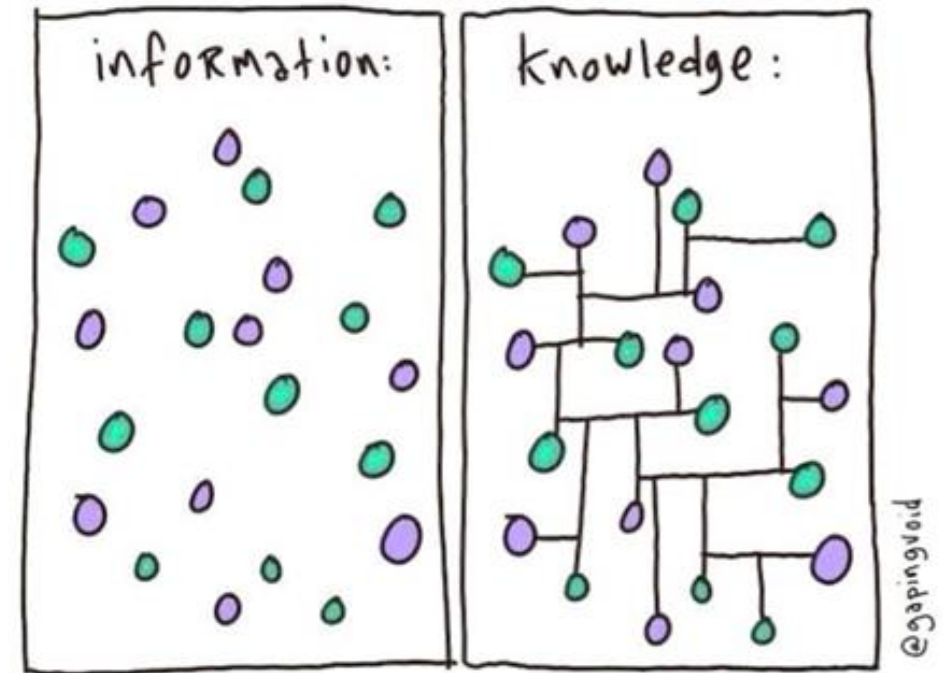
## STEP ONE - PREPARATION

# 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

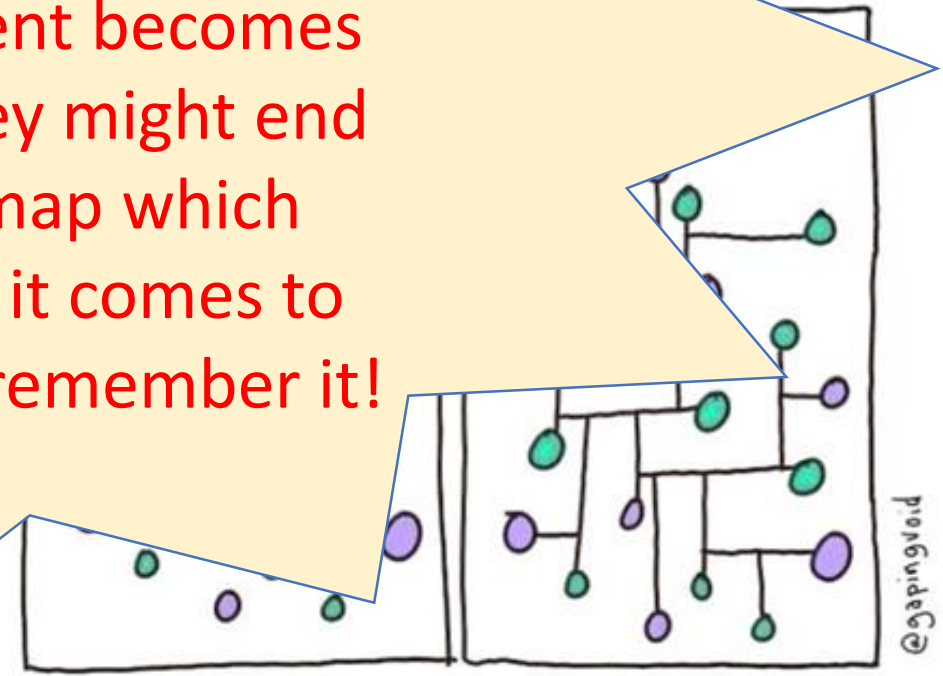
# What will you revise from?

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

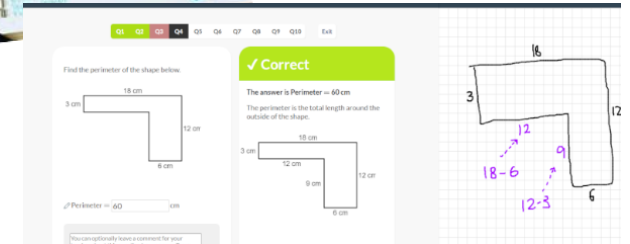


## STEP 2: PERFORMANCE

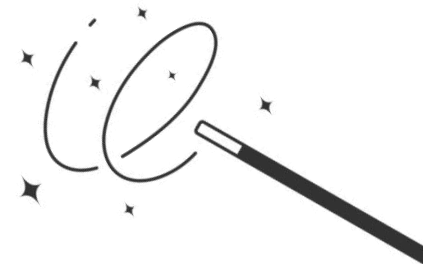
This is the stage that makes their learning 'stick'.



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

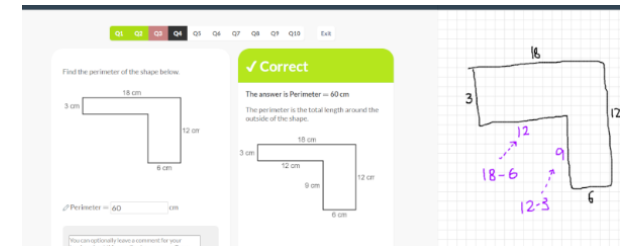
# Performance

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)

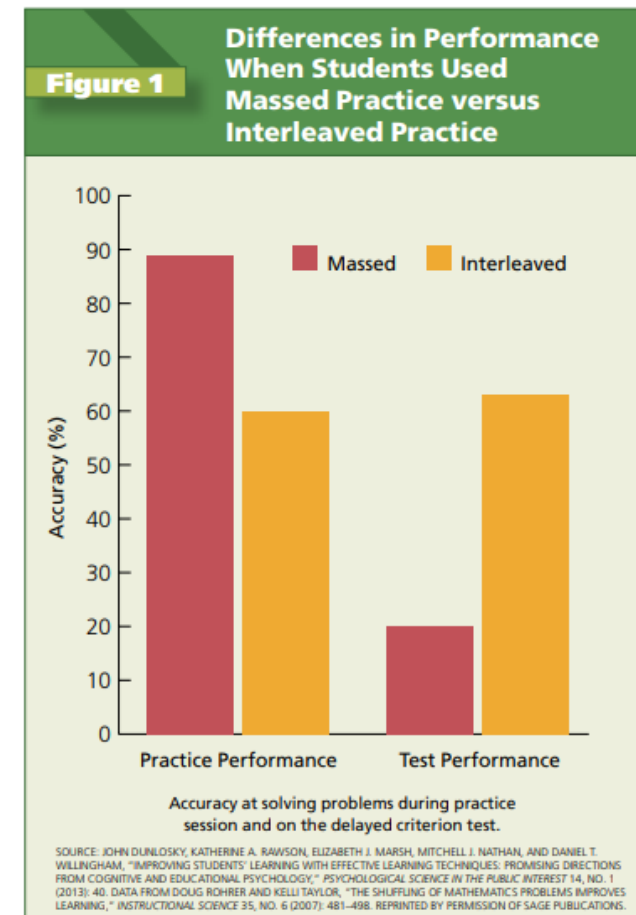




## STEP 3: PROGRESS

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.

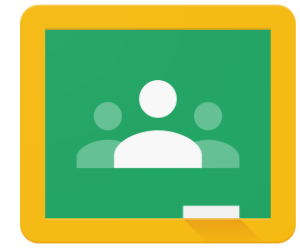
Make sure they alter the revision plan / timetable based on what they find out from the performance stage!

| 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\_Year11

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](mailto:DO'Brien@phs.cheshire.sch.uk) with your updated details.*