

# Year 11 Expectations Evening



Thursday 8th September

A copy of this presentation will be made  
available on our website.

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Ready. Respectful. Safe



# Welcome to Greenford High School





# Agenda



1. Success and Learning: Mrs M Pye (Headteacher)
2. Assessment, Reporting and Show My Homework: Mr A Bush (Assistant Headteacher)
3. Focusing on the Fundamentals: Ms S El-Sockary (Year Leader)
4. Intervention and Academic Support: Ms A Hetherington (Assistant Headteacher)
5. GCSE Maths: Mr H Shah (Head of Maths)
6. GCSE English: Ms A Hetherington for Ms J Williams (Head of English)
7. GCSE Science: Ms C Secombe (Head of Science)
8. Emotional and Wellbeing Services: Mrs L Grimley (Deputy Headteacher)

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# Success and Learning

**Mrs M Pye**  
**Headteacher**  
**[mpye@greenford.ealing.sch.uk](mailto:mpye@greenford.ealing.sch.uk)**

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# Lots to Celebrate





# Lots to Celebrate!



- At GCSE, 37% of the grades were awarded at the very top end, 9-7. This is an incredible achievement.
- Our Progress 8 score shows that students achieved almost one grade higher in all their subjects than expected, on average.
- 67% achieved Grade 5+ in English and Maths compared to the national average of around 40%.



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# Lots to Celebrate!



- Best ever top A Level results - 25% were a grade A\*-A and 50% were a grade A\*-B.
- Huge number of students off to excellent universities, including Oxbridge, Russell Group & the USA. Over 1/3 in at least the top 24 universities.
- 35 A Level students achieved all A\*s and A grades.
- 59 A Level students (almost 25%) achieved at least 2 A grades.



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# Key Messages

- A crucial year - GCSEs are the gateway to success.
- Your child should expect to be working hard - a significant step up from previous years.
- Clear focus on academic studies and achievement.



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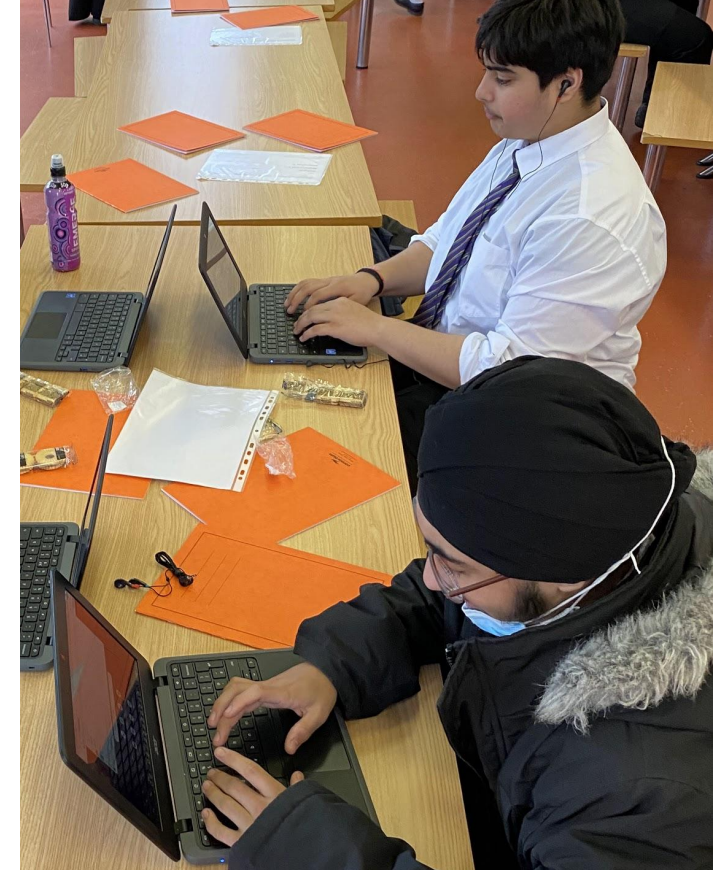




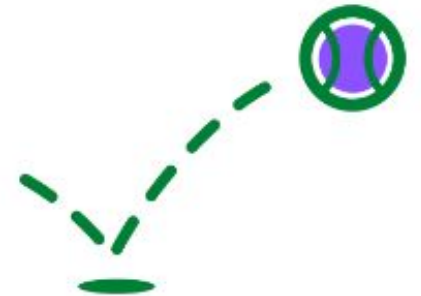
# Continuing to Bounce Back

We will bounce back to high academic achievement through:

- Intervention, study sessions and study club
- High quality teaching
- Gaining advantage through technology
- Our high expectations.



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# Continuing to Bounce Back

We will bounce back to outstanding wellbeing and pastoral care:

- Hugely increased pastoral team with lots of support available
- Opportunities for counselling, mental health support
- Opportunities for clubs, enrichment and careers information.



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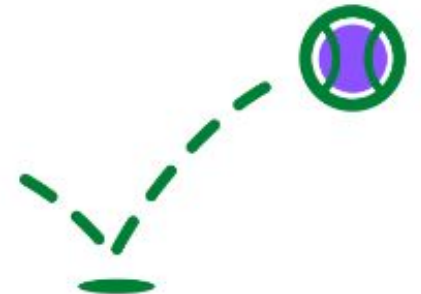




# What do we need from you?

- Support us.
- Raise concerns early.
- Send your child in every day AND for any additional sessions.
- Limit unproductive screen time. Focus on using technology for learning instead.
- Get logged onto Show My Homework and encourage your child with independent study.
- Make sure they have somewhere quiet to study at home.
- Try and make sure that they are eating well and getting enough sleep.

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## Next Steps



- We want as many Year 11s as possible to remain with us at Post 16.
- However, we do have clear entry requirements.
- Our Post 16 admissions policy makes it clear that we will not accept students with a poor behaviour record. Anyone who has a suspension in Year 11 is not likely to be offered a place.
- Please see our website for details about Post 16 admissions.

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# Assessment and Reporting Show My Homework

**Mr Bush**

**Assistant Head Teacher**

**abush@greenford.ealing.sch.uk**

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# Assessment Systems

Experienced teachers:

- Determining GCSE grades
- Designing assessments
- Marking, checking and moderating exams

Information you can trust!





# What can you do?

Parents can support by:

- Discussing every report
- Offering constructive input
- Focussing on the positives first

Helping your child to succeed!

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# GCSE Grades

- 9-1 scale
- Grades 9/8/7 are the best
- Grade 4 is a 'standard pass'
- Grade 5 is a 'good pass'
- English, Maths and Science are core subjects





# Tracking Progress

## Attainment grades

	Interim 1	Interim 2	Interim 3
<b>History</b>	<b>5</b>	<b>4+</b>	<b>4</b>
<b>Maths</b>	<b>5</b>	<b>5+</b>	<b>6</b>
<b>English Lang.</b>	<b>6</b>	<b>6</b>	<b>6</b>

Students should make progress from one report to another

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# Target Grades

Compare attainment grades with target grades:

	Target	Attainment
<b>English Literature</b>	<b>5</b>	<b>3</b>
<b>English Language</b>	<b>5</b>	<b>5+</b>
<b>Science</b>	<b>5</b>	<b>6</b>

Students should reach or exceed their targets



# Attitude to Learning

**1: Excellent**

**2: Good**

**3: Satisfactory**

**4: Unsatisfactory**

**5: Very poor**

Ask your child:

- What are you finding difficult?
- How are you going to improve your effort?

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# Behaviour /Homework

- 'B' indicates a Behaviour concern
- 'H' indicates a Homework concern

Attitude to learning and independent private study are key to raising achievement.



# In Summary

## Year 11 Reports:

- Attainment grades should be close to target grades
- Attainment grades should improve in each interim
- Attainment grades should be 5 or higher (where possible)
- Attitude to Learning should be 'excellent' or 'good'
- There should be no 'B' or 'H' concerns



# Show My Homework

Highly recommended home learning mobile phone app:

- For parents - actively involved every day
- Daily app updates and notifications
- What homework has been set and when it is due
- Parents fully informed





# Show My Homework

- Most students using it
- Improves organisation
- Please sign up and check it every day!
- Meaningful conversations

You will be emailed username and log in details next week



# Focusing on the Fundamentals



**Ms El-Sockary**

**Year Leader**

[selsockary@greenford.ealing.sch.uk](mailto:selsockary@greenford.ealing.sch.uk)

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# Focusing on the Fundamentals



Sarah El-Sockary  
(HoY)

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# Contact Details



Please ensure we have up-to-date contact details:

- Postal address
- Home phone
- Mobile phone
- Email

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# Attendance and Punctuality



Year 11 attendance is a top priority!

- School gates open at **8:15am**
- Must be in school for **8.30am**
- Must be on time to all lessons and avoid being late
- Attendance is crucial to GCSE success!

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# Online safety & social media usage



- Limited
- Responsible social media usage

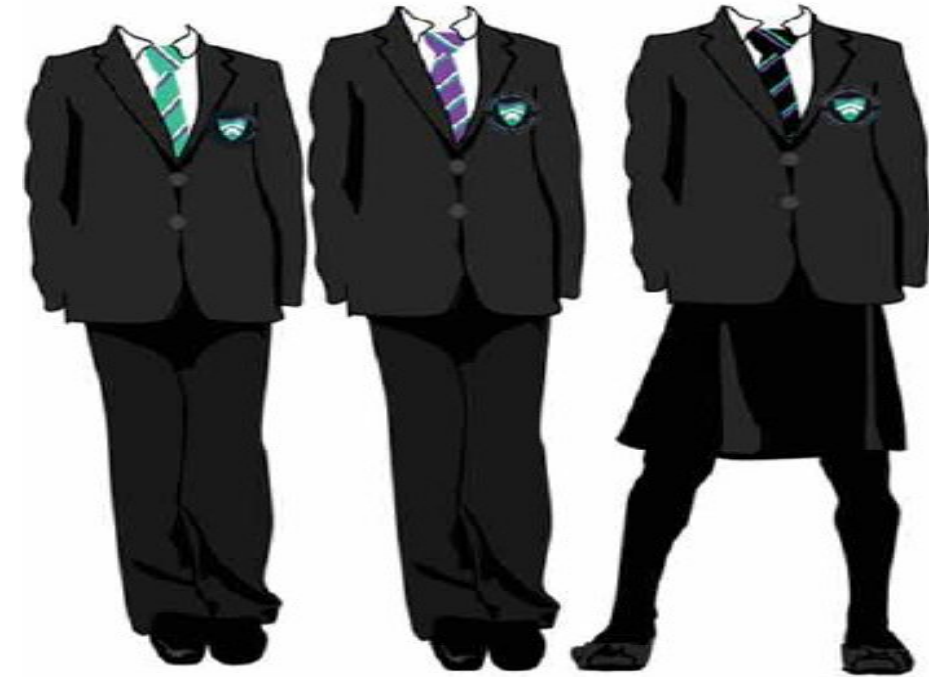


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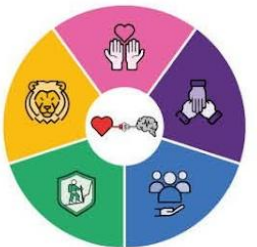


# Correct Uniform

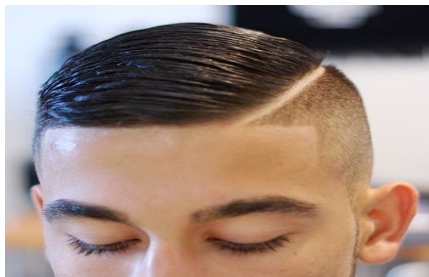


More detail in  
student planners  
pg 37-39

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# Incorrect Uniform



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# Behaviour



- We expect the highest standards of behaviour at Greenford High School;
- We expect to see those high standards in the classroom, around the school site, and in our community;
- GHS Rules: **Ready – Respectful – Safe;**
- In the classroom, we follow a **Behaviour For Learning Pathway;**

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# Behaviour for Learning Pathway



## Caution

- Verbal Warning is given.
- First time misbehaviour recorded.
- Teacher records name of student.

## Yellow card

- Final warning given.
- Second time misbehaviour is recorded.
- Teacher records name of student
- 15 minute detention followed by a corrective conversation with teacher.

## Red card

- Final time misbehaviour is recorded.
- Student will be sent to another class within department.
- 30 minute department detention on a night selected by the department followed by a corrective conversation with teacher.
- Behaviour incident recorded on student's file.

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# How can you support our Behaviour Policy?



- Reinforce our expectations with your son/daughter at home.
- Support the school and the behaviour policy when staff call home.
- Keep us informed of any information that may impact on your son/daughter's behaviour in school so we can support.

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# Intervention & Academic Support

**Ms Hetherington**

**Assistant Headteacher**

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confident  
content for 2023 GCSE.



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# The Road to Exams



TERM	Type of assessment	Week Beginning
<b>1</b>	Assessment Week	26 <sup>th</sup> September
	Interim 1	10 <sup>th</sup> October
	Mock exams – core subjects (English, Maths, Science)	31 <sup>st</sup> October
	Mock exams – all subjects	5 <sup>th</sup> & 12 <sup>th</sup> December
<b>2</b>	Interim 2	2 <sup>rd</sup> January
	Mock exams – all subjects	20 <sup>st</sup> & 27 <sup>th</sup> February
	Interim 3	20 <sup>th</sup> March
<b>3</b>	Exams begin	16 <sup>th</sup> May - 28 <sup>th</sup> June*

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# How we will support your child?



A study in 2012 claimed that a student's awareness of how to study had a strong correlation with their achievement. *Griffin*

## Every students has access to a variety of support for their subjects:

- Teacher expertise in lessons
- Teacher Marking and feedback
- Google Classrooms
- PiXL Apps
- GCSE Pod
- Educake for Science
- MathsWatch
- Study Skills
- Motivation speakers

## Some students have further support if needed:

- Targeted Subject intervention after school
- Study Club
- Small group tuition 1:3
- P16 tutors
- Boys' mentoring
- Girls' mentoring
- Saturday sessions
- Holiday revision

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# Study Club



An after school club where students can complete their studies in a supportive environment.

**Monday – Thursday, 3pm – 4:30pm**

- Students will be **selected** for the opportunity to work after school.
- We will be running **workshops** to improve study skills.
- Students will have **opportunities to get 1:1 support** from staff/post-16 students.
- Students will be working on chrome books.

**Details about study club will be sent in the next few weeks.**

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# GCSE Maths

**Mr Shah**

**Head of Maths**

**[hshah@greenford.ealing.sch.uk](mailto:hshah@greenford.ealing.sch.uk)**

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# Information about the Exam



- **100% Examination to be taken at the end of Year 11**
- Three Linear Papers:
  - Paper 1 - Non calculator
  - Paper 2 - Calculator
  - Paper 3 - Calculator
- Two Tiers:
  - Foundation (OCR) (1-4)
  - Higher (Edexcel)(4-9)

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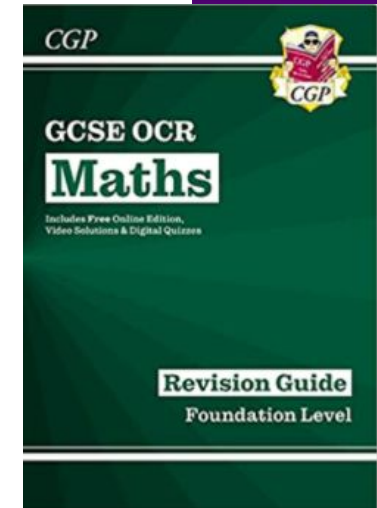
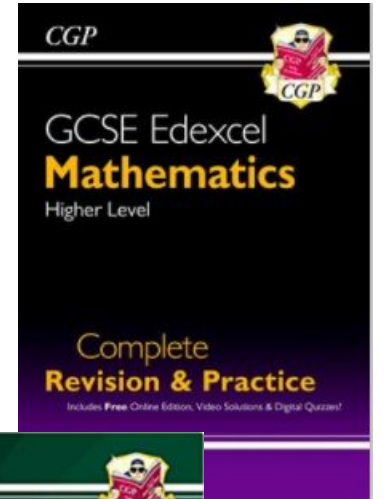




# How can I help my child with Maths



- The most effective way of ensuring your child improves at GCSE Maths is to get them to practice as many past papers as possible, which can be found on Mathsgenie (<https://www.mathsgenie.co.uk/>). They should then mark the papers and ask their teacher about anything they didn't understand.



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# GCSE English

**Ms Williams**  
**Head of English**



[jwilliams@greenford.ealing.sch.uk](mailto:jwilliams@greenford.ealing.sch.uk)

**Ms Fowler**

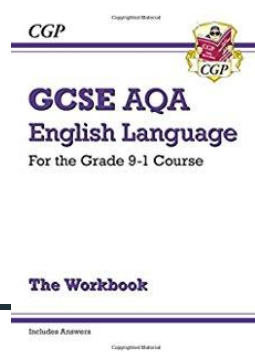
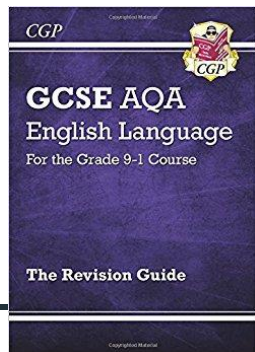
**Deputy Head of English in Charge of Year 11 Lang/Lit**



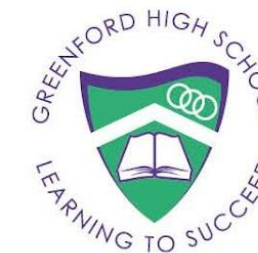
[rfowler@greenford.ealing.sch.uk](mailto:rfowler@greenford.ealing.sch.uk)

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# AQA English Language



## Paper 1

### Explorations in Creative Reading and Writing

#### Section A: Reading

- 1 literature text  
40 marks

#### Section B: Writing

- Descriptive or narrative writing  
40 marks

#### ASSESSED BY EXAM

1 hour 45 minutes- 64 marks  
80marks  
50% of overall Language GCSE

## Paper 2

### Writers' viewpoints and perspectives

#### Section A: Reading

- One non-fiction text and one literary non-fiction text  
40 marks

#### Section B: Writing

- Writing to present a viewpoint  
40 marks

#### ASSESSED BY EXAM

1 hour 45 minutes- 64 marks  
80marks  
50% of overall Language GCSE

## How you can help child:

1. Ensure your child is **reading every day.**
2. Select a news article to read **together** and ask them to explain what they learn about the **topic discussed.**
3. Ask them to **explain any difficult words** or look them up in a dictionary.



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# AQA English Literature

## Paper 1

Shakespeare (Romeo and Juliet) and the 19<sup>th</sup>-century novel (Jekyll & Hyde/A Christmas Carol)

### **Section A: Shakespeare**

- 1 essay question  
30+4 marks

### **Section B: 19<sup>th</sup>-century novel**

- 1 essay question  
30 marks

### **ASSESSED BY EXAM**

1 hour 45 minutes- 64 marks  
40% of overall Literature GCSE

## Paper 2

Modern Texts (Animal Farm/ An Inspector Calls) and poetry

### **Section A: Modern Prose or Drama**

- 1 essay question (30+4 marks)

### **Section B: Power and Conflict Poetry Comparison**

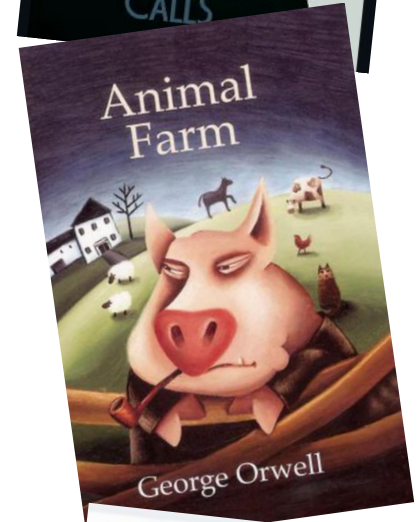
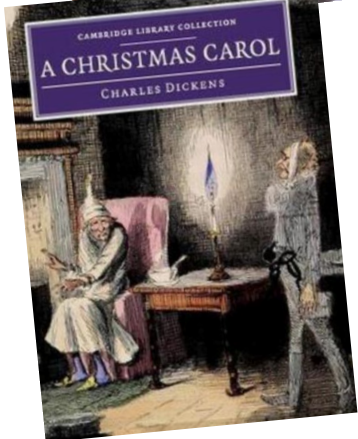
- 1 essay question comparing two of the 15 poems they have studied (30 marks)

### **Section C: Unseen Poetry and Comparing Unseen Poetry**

- 2 essay questions first one longer than the second (24 marks; 8 marks)

### **ASSESSED BY EXAM**

2 hours 15 minutes- 96 marks  
60% of overall Literature GCSE



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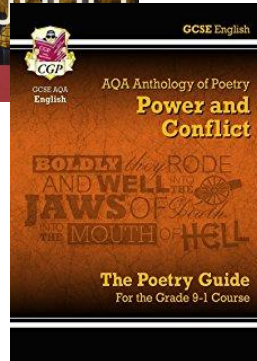
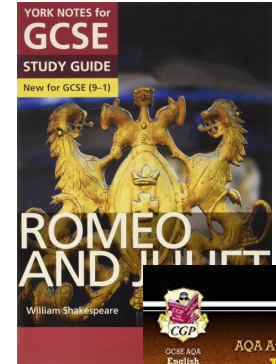
# How Can I Help my Child with English Literature?



1. Ensure your child has copies of their **literature texts**. Ensure they are reading their texts. Encourage them to listen to the audio version of their text.

2. Encourage them to make quotation cards and test their memory.

3. Talk to them about the essay they are writing. Get them to explain their ideas and interpretations.



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# GCSE Science

**Ms Secombe**

**Head of Science**

**csecombe@greenford.ealing.sch.uk**

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# GCSE Science



## AQA Separate Science

Labelled as 11x1 11y1 and 11z1.

- Students will achieve 3 GCSEs.

e.g. Bio:Grade 6

Chem:Grade 7

Physics:Grade 9

## AQA Combined Science

Mixed ability classes named after their main teachers.

- Students will achieve a double GCSE qualification

e.g. 6-6 or 7-6 or 7-7

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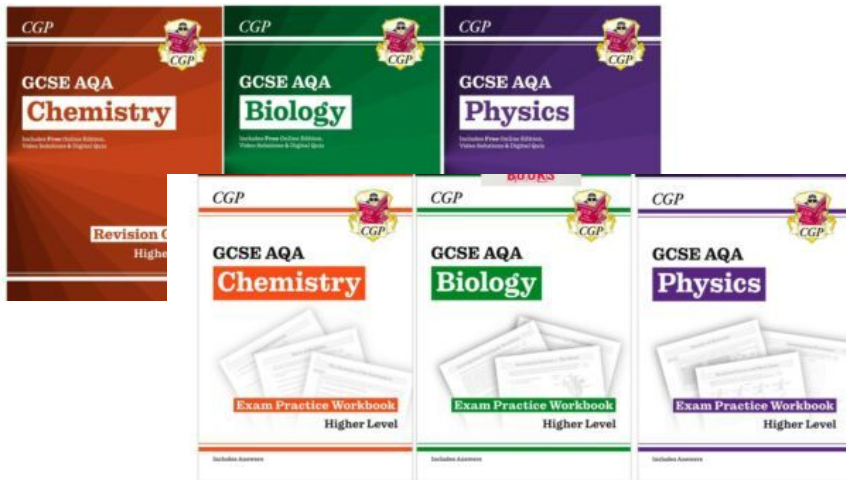
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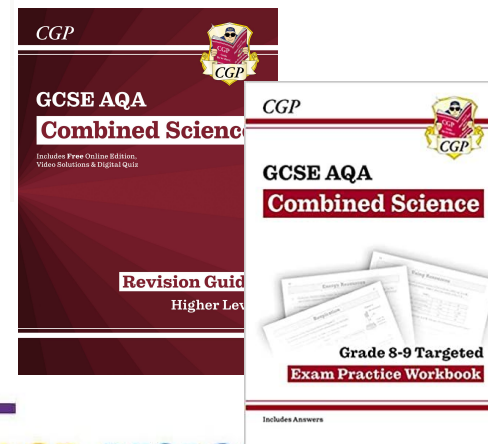
# GCSE Science



- Knowledge lists in exercise books
- Educake [www.educake.co.uk](http://www.educake.co.uk)
- Revision Guides and workbooks
  - Please return your letter asap



OR



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# Partnership in student support



“Anxiety is a sign that our adolescents are overwhelmed by stress”.

*The Times* 4 September 2021

- **Check** they have completed their homework – SMHW/Google Classroom
- **Use** information sent to you to help discuss revision with your child.\*
- **Help Get** your child into healthy habits early so they can prepare for their GCSE year.



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# Emotional and Wellbeing Services

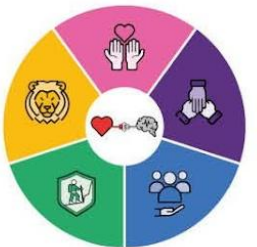
**Mrs Grimley**

**Deputy Head Teacher**

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# Bullying - what do we do about it?



Bullying is not tolerated at Greenford High School and is tackled in a number of ways - this is what we do:

- We listen and we give support;
- We make it very clear in all our messaging to our community that bullying is not tolerated, for example in PSHCE and assemblies;
- Diversity in all its forms is celebrated;
- Sanctions are issued for those who bully;
- Support is given to those who are victims through mentoring, counselling and other professionals;
- We have designated safe spaces around the school, such as The Inspire Centre in B Block;
- Perpetrators need to take part in mentoring sessions and workshops to help change behaviours;
- If behaviours don't change, the sanctions become more serious;
- We have a team of senior staff dedicated to working to stamp out bullying.

Please see the school's **Anti-Bullying Policy** for more information, including clear flow-charts for how we deal both victims and perpetrators.

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# Helping you support your child



- Increased pastoral support
- Increased Learning Support Department
- Counselling services increased
- Mental Health Trailblazers and Clinical Psychologist
- Academic Mentor for Year 11
- Allocated school social worker
- Anti-Bullying Team
- Attendance/Welfare/Child Protection Teams
- More regular information to parents about how you can support - such as online safety.

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# Helping you support your child



Teachers and tutors

Year Teams



Phonelines/websites

anti-bullying  
alliance

**YOUNGmINDS**  
fighting for young people's mental health



Safer Schools Officer

Do you  
need  
someone  
to talk to?



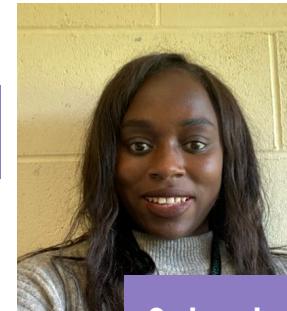
School counsellors



Child Protection Team



Family and friends



School social worker



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Pastoral Support Workers



# The Child Protection Team

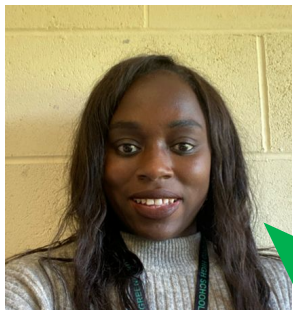


Ms Adhami - Deputy  
DSL/Mental Health  
Lead



Ms Sierkowska  
- CP Admin

Mrs Grimley - DSL



Ms Burgess - School  
Social Worker

Ms Thomas - LAC  
Co-ordinator

**LADO -  
Maggie  
Scarlett**

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