KS4 Interims

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COMMUNITY COMPASSION COURAGE RESPONSIBILITY RESILIENCE

Agenda

1. Post 16 Requirements
2. KS4 interims
3. How to support your child
4. KS4 Achievement Programme - Aspiring for Grade 5 and Grade 7
5. Personal Development for Year 10
6. Where to access support

From Potential to Performance

Our ambition:
Every student achieves the highest grades they are capable of.
Whether it is Grade 5, 6, 7 8 or 9

We are ambitious for you.

We need you and your child to be ambitious for themselves too.

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What do the GRADEs mean?

Don't aim for the pass. Aim for your potential.

Grade 5: Strong pass
Grade 7: Strong attainment
Grade 8: Excellent attainment
Grade 9: Exceptional attainment

We don't want you to aim for the minimum you can achieve. We want you to discover the maximum you can achieve.

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GCSEs Open Doors

Your GCSEs can influence:

Sixth Form choices

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A-level subjects

↓

Further study

↓

University opportunities

↓

Future pathways

Don't close a door now that you may want to walk through later.

Why GCSEs provide a fair measure

A common academic benchmark

GCSEs provide:

- Nationally recognised qualifications
- External assessment
- Published assessment criteria
- Consistent grading
- Evidence of achievement at the end of Year 11

Your GCSE results give future institutions evidence of what you have achieved — not simply what someone predicted you might achieve.

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Post 16 Requirements

GENERAL REQUIREMENTS

To be considered for a place at our GHS Post 16, all applicants must meet the following criteria:

- **Academic Reference:** A supportive reference from a senior member of staff at your current school.
- **Professional Standards:** Excellent records of attendance, punctuality and conduct are essential prerequisites.

ACADEMIC REQUIREMENTS

Students must meet the individual entry requirements for every subject they intend to study:

A Levels - require applicants to have achieved a minimum of **six GCSE passes at Grade 5**, including English and Mathematics.

BTEC qualifications - require applicants to have achieved a minimum of **five GCSE passes at Grade 4**, including English and Mathematics.

KS4 Interims

Subject	Target	Attainment	Attitude to Learning
English Language	7	4	Satisfactory (B)
English Literature	7	1	Satisfactory (B)
Maths	7	2+	Satisfactory
Science	7	2-1	Requires Improvement
Business Studies	7		Good
Child Care		Pass +	Good
French	7	2-	Satisfactory
PE (Core)			Excellent
PE	7	5	Satisfactory

Green - Very Positive, Amber - Area For Improvement, Red - Serious Concern (B) Behaviour (H) Homework

Would this year 11 be accepted into our Post 16?

No, because they do not have at least 6 passes including English and Maths AND they have a poor attitude

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KS4 Interims

Subject	Target	Attainment	Attitude to Learning
English Language	4	2	Excellent
English Literature	4	3	Excellent
Maths	4	2+	Excellent
Science	4	1-1	Good
Functional Skills		Pass	Excellent
PE (Core)			Excellent
PE	4	3	Good
Workskills		L2 Working in progress	Good

Green - Very Positive, Amber - Area For Improvement, Red - Serious Concern (B) Behaviour (H) Homework

Would this year 11 be accepted into our Post 16?

No, because they do not have at least 6 passes including English and Maths even though they have a good attitude to learning.

But for this student, they will get excellent references to go to college to explore other courses- so attitude still matters here! They still have time to get better grades, too.

KS4 Interims

Subject	Target	Attainment	Attitude to Learning
English Language	8	5+	Good
English Literature	8	7-	Good
Maths	8	5	Good
Science	8	4-4	Good
Economics	8	8	Good
History	8	7	Good
ICT Cam Nats		P2	Excellent
PE (Core)			Excellent
Spanish	8	4	Excellent

Green - Very Positive, Amber - Area For Improvement, Red - Serious Concern (B) Behaviour (H) Homework

Would this year 11 be accepted into our Post 16?

Yes, because they do not have at least 6 passes including English and Maths AND a good/excellent A2L

What we provide vs what you provide

WE PROVIDE	YOU PROVIDE	WE DO TOGETHER
Excellent teaching	Effort	Support
Challenge	Independence	Collaboration
Scholar Programme	Retrieval	Shared ambition
Intervention	Attendance	Encouragement
Study space	Exam practice	Celebration
Feedback	Acting on feedback	Success

What can you do to support your child?

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Attendance & punctuality

Every lesson counts

If you want your child to move from the grade they are on now to the next one:

They need to be in school EVERY DAY.

Missing lessons can mean:

- Missing key knowledge
- Missing explanations
- Missing practice
- Missing retrieval
- Falling behind
- Having to catch up independently

Greenford Attendance Matters

Why attendance matters

Students with high attendance achieve better grades: • **82%** of students with 100% attendance will achieve 5+ good GCSE grades • only **36%** of students with less than 90% will achieve 5+ good GCSE grades	• Persistent absence (below 90%) is linked to lower exam results and reduced chances of continuing education or securing employment.
Students who achieved just **one grade** higher than their counterparts in **one subject** saw an increase in their lifetime earnings by an average of £23,000	Students who achieved **one grade** higher than their counterparts across **nine subjects** are likely to earn on average £207,000 more in their lifetime

Greenford Attendance Matters

How you can improve your attendance

- Set clear goals
- Have consistent routines
- Understand the importance of attendance
- Stay organised
- Make healthy choices
- Improve motivation
- Avoid procrastination
- Celebrate achievements
- Communicate
- Seek support

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Medical Appointments

- appointments should be booked **outside school-time;**
- notify School by e-mail or Absento **ahead;**
- add the appointment **confirmation;**
- reception send a **slip** when they need to leave;
- show slip at **reception**, to sign out and to **security;**
- student to be **collected** or travel **independently.**

Greenford Attendance Matters

Leave of Absence

• Exceptional circumstances	• Unauthorised holiday
• Family bereavement (immediate family); • Wedding (immediate family); • Change of flight dates due to documented illness; • One day of religious observance; • School exams;	• Trips and holidays; • Visiting relatives in the UK or abroad; • Birthdays; • Relative's illness in the UK or abroad; • Planned medical appointments abroad for students or relatives.

THE BEHAVIOURS THAT MAKE THE DIFFERENCE

Behaviour matters

Grades don't happen by accident.

To move up a grade, you need the behaviours of someone who is aiming for that grade.

ATTEND: Be in school.
BE PUNCTUAL: Arrive ready to learn.
ENGAGE: Listen, participate and ask questions.
COMPLETE: Do the work set by your teachers.
PRACTISE: Use exam questions.
RETRIEVE: Keep going back to what you have learned.
RESPOND: Act on feedback.
PERSIST: Don't give up when the work becomes difficult.

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Homework Matters

Homework is not optional practice

For students trying to cross a grade boundary, homework is particularly important.

Homework gives you the opportunity to:
Consolidate classroom learning
Practise key skills
Retrieve knowledge
Complete exam questions
Identify gaps
Prepare for future learning

Homework is part of your learning — not something separate from it.

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Satchel One





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What happens if students don't do their homework?

Small gaps become big gaps.

Miss one piece of homework

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Miss one opportunity to practice

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Knowledge/skill doesn't become secure

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The gap remains

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Exam question becomes harder

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Marks are lost

Every piece of work is an opportunity to move closer to Grade 5.

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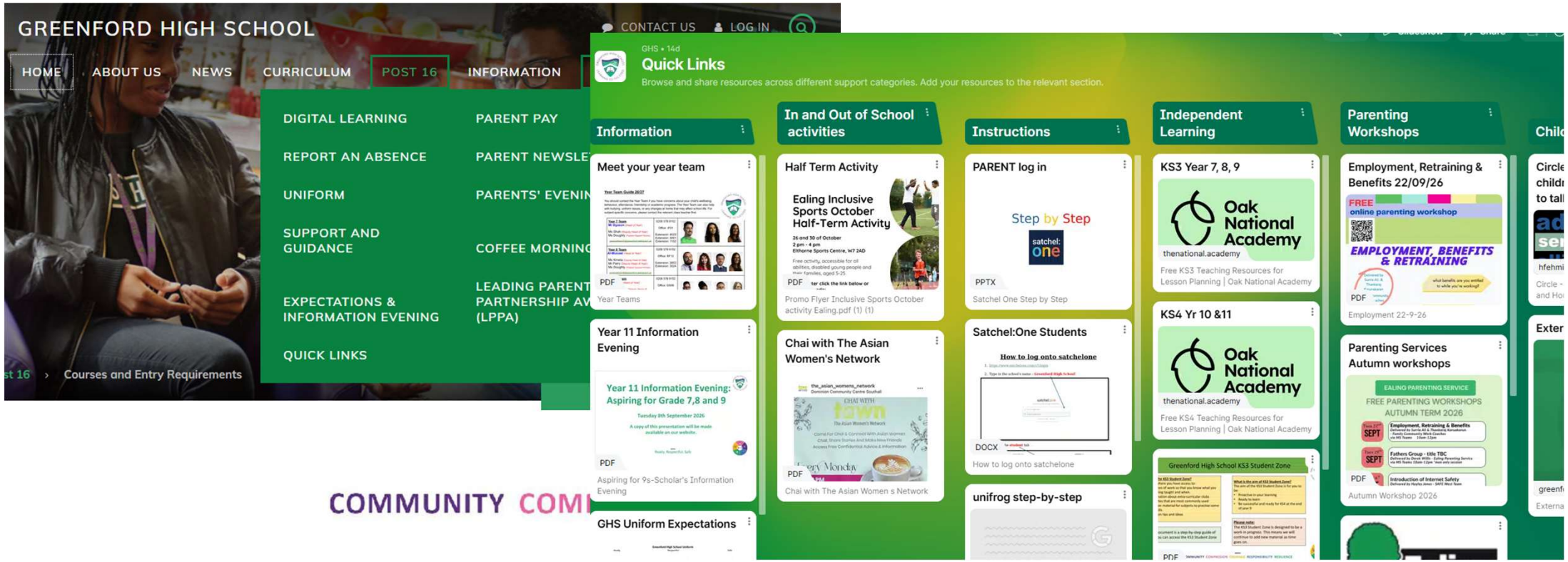
Habits we need

1. Attend school every day.
2. Arrive on time every day, every lesson.
3. Complete homework to the best standard.
4. Revise regularly.
5. Practise exam questions.
6. Learn from my mistakes.
7. Ask for help.
8. Keep going.

Consistency beats last-minute revision.

Where to access support:

- Teachers- encourage your child to seek help before their next lesson if they are unsure about anything
- Our school website- quick links section has resources to support achievement



Safeguarding



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Thank you!

