



WATLING
— ACADEMY —



Year 10 Learning Pathways Evening

Aims of this evening

- Introducing GCSEs
- Expectations of GCSE students
- Working together to support our students
- Curriculum, Homework & Reading
- Assessment & Progress
- Communication
- Key dates
- Attendance & Punctuality
- Wider opportunities



Key people



**Miss L Scarr - Head
of Year 10**



**Mr J Cassidy
Assistant
Headteacher – Year
10 Link**

Form Tutors

10FWL	Mrs Wall
10GSS	Mr Spriggs
10KCS	Mrs Combs
10GHN	Mr Houghton
10BBS	Mrs Brooks
10RST	Mr Scott

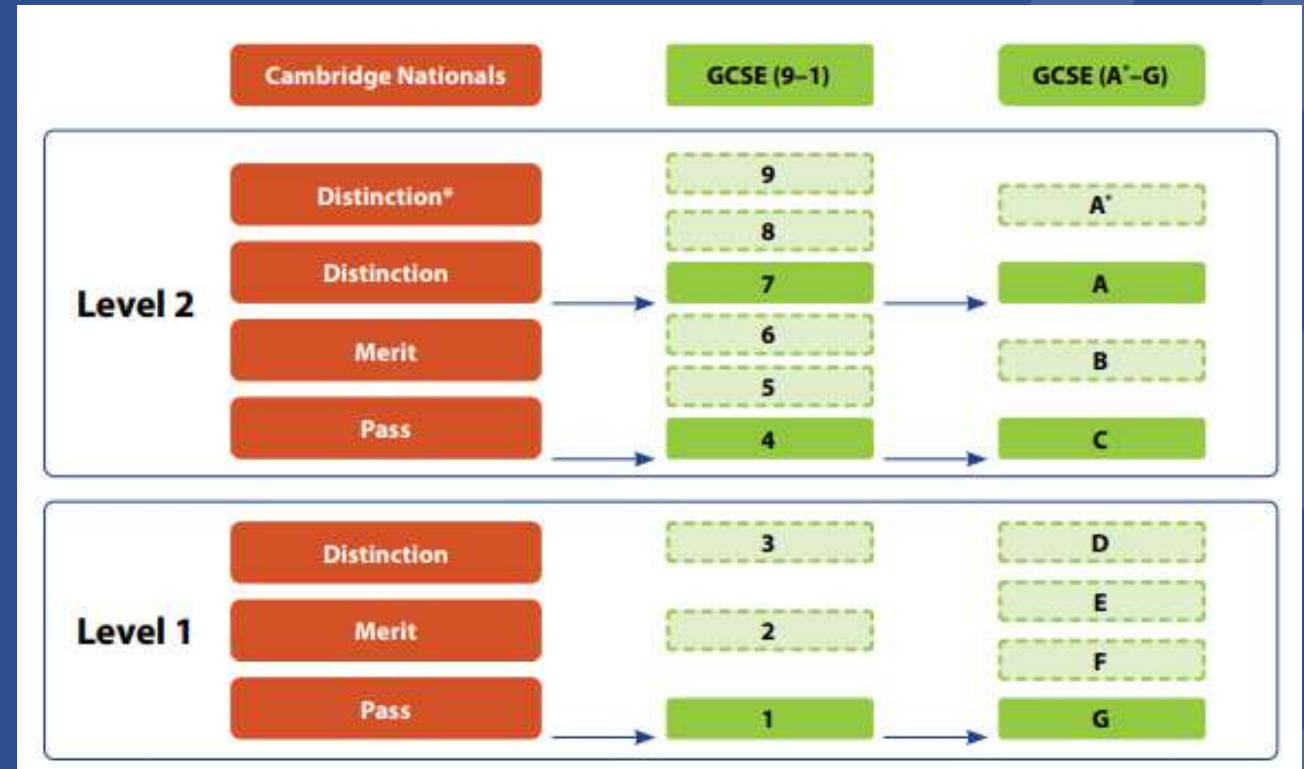
GCSE's

- National qualifications sat by all 15/16-year-olds.
- Government reforms from 2016 brought in a new grading system.
- Grade 4 is considered a 'Standard Pass' and Grade 5 a 'Strong Pass'
- Increased content and challenge
- Greater focus on final examinations in many courses.

GCSE Grading	
New Grading Structure	Old Grading Structure
9	A*
8	
7	A
6	
5	B
Standard Pass → 4	C
3	D
2	E
1	F
	G
U	U

BTEC & Cambridge National qualifications

- Qualification in Sports Studies, Travel & Tourism, Health and Social Care and Engineering
- Include a mixture of exam based and non-examined assessment (NEA)
- NEA content is completed throughout the course and is internally assessed and moderated by the exam board.
- Graded on a Pass, Merit or Distinction basis



Non-Examination Assessments (NEAs)



- Previously known as Coursework
- Not applicable for all subjects but for those that it is applicable to, it is a very important aspect
- Carries a significant percentage towards a qualifications final grade
- **Top Tips:**
 - Students need to be aware of what elements of their NEA they need to complete
 - Students need to be aware of their deadlines
 - Do not leave it to the last minute to complete assessment tasks

Curriculum allocation for Year 10



Subject	Lesson Allocation per Week
English (Language and Literature)	4.5
Mathematics	3.5
Combined Science	5
EBacc 1 – Modern Foreign Language	2.5
EBacc 2 – History or Geography	2.5
Student Preference 1	2.5
Student Preference 2	2.5
Physical Education (Core PE)	1
Wellbeing	1
Tutorial	5x20 minute sessions

At Watling Academy, we have 5 lessons a day.

Each lesson is 60 minutes in length.

Students follow a two-week timetable. '2.5' lessons per week means 5 lessons over the 2-week cycle.

Times of our school day are published on our website.

Welcome to Watling Academy

A very warm welcome to Watling Academy and thank you for your interest in our Academy.

FIND OUT MORE

Intent

Implementation >

Subject Pages >

SEND

Remote Learning

Assessment

Homework

Alternative Education

Exams

Learning Pathway Evenings &
Curriculum Summaries

Art

Computing

Design Technology

Drama

English

Food and Nutrition

Geography

Health and Social Care

History

Mandarin

Maths

Music

Physical Education

Religious Education

Science

Sociology

Student Groupings Year 10



Students will be grouped in each of these subjects

Core PE

Maths

English

Combined Science
Wellbeing

Option A

Option B

Option C

Option D

Maths, English and Combined Science teaching groups are setted groups. These will be reviewed throughout the year.

All other groups are mixed ability teaching groups

The School Day



Years 7 and 9

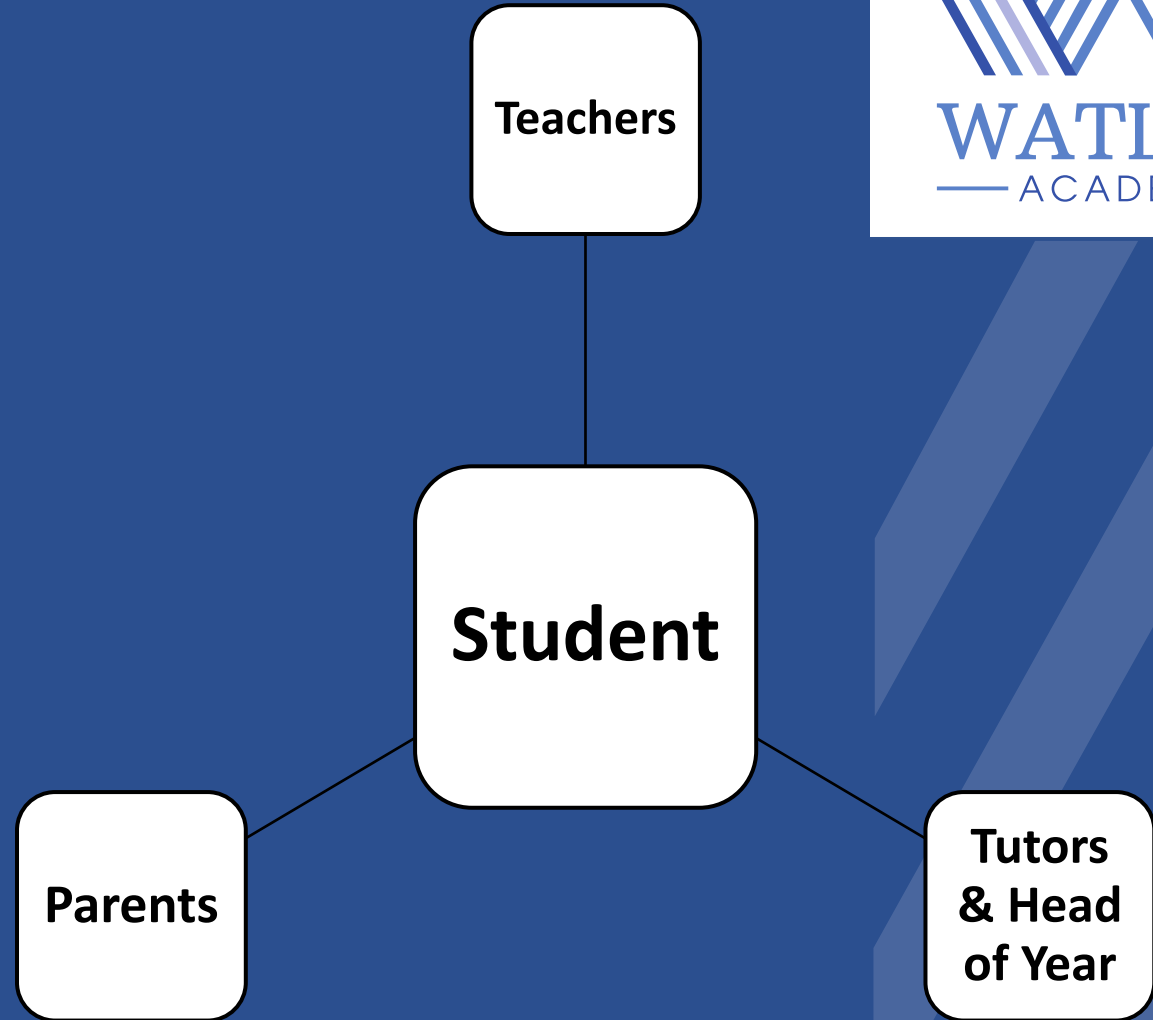
- **8:00** School open for staff and students
- **8:35** Staff and students on site
- **8:40** AM Registration/check-in
- **8:50** Period 1
- **9:50** Period 2
- **10:50** Break
- **11:10** Period 3
- **12:10** PM Registration/Tutorial/Assembly
- **12:30** Lunch
- **13:15** Period 4
- **14:15** Period 5
- **15:15** End of day
- **15:15** Twilight lessons and clubs begin
- **16:15** Twilight lessons end
- **16:30** Clubs end. School closed to students

Years 8 & 10

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- **15:15** End of day
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- **16:15** Twilight lessons end
- **16:30** Clubs end. School closed to students

Working together in partnership

- GCSE years are challenging but not impossible
- They require sustained effort and determination – Marathon not a sprint
- Students will have a support network around them



Role of the Teacher

- Support students with developing their knowledge and understanding
- Guide students on their areas to improve through regular assessment and feedback
- Signpost students to revision resources and techniques
- Support students with their subject concerns
- Develop and maintain motivation
- Maintain contact with parents
- Reward students



Role of Student

- Take responsibility for your own learning
- Be actively engaged and motivated
- Actively participate in lessons
- Speak to the teacher if you do not understand
- Complete all classwork and homework to the best of your ability
- Catch up on any work missed
- Maintain a tidy exercise book – be PROUD of your work.
- Plan to revise and do it
- Know when key assessment dates are coming up and make sure you meet deadlines
- Engage with feedback and learn from mistakes



Role of the Tutor

- Advocate in school
- Mentoring & support
- Helping to develop motivation – rewards and praise
- Looking at goals and career pathways
- Supporting planning and organisation
- Delivering our tutorial programme
- Maintain regular contact with parents



Role of the Parent

Parental involvement in a child's education can mean the difference between a high grade at GCSE and a much lower grade (TES Research)

- Show an interest in courses and ask questions
- Reward students for achievements and progress to boost motivation.
- Create a suitable study space away from distractions
- Develop routines at home to support with homework and revision
- Ensure that students have some down-time
- Ensure that students are attending school

Student Progress Current Learning Grades

1	2	3	4	5	6	7	8	9
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- Student progress is tracked across 5 years using an assessment system that considers the knowledge that students have.
- Students have a projected flight path based on individual FFT targets for GCSE. Students will be set an aspirational target grade for each subject.
- Students are graded using subgrades, to highlight how securely they are achieving within a particular grade boundary (e.g 4a,4b,4c).

Assessment and feedback



Teacher feedback

<i>PROUD presentation</i>	<input type="checkbox"/> PROUD presentation consistent <input type="checkbox"/> Attention needed
<i>Review of student work</i>	<input type="checkbox"/> No additional comments <input type="checkbox"/> Review comments on work
<i>Spelling of <u>key words</u></i>	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> Some errors
<i>DIRT tasks</i>	<input type="checkbox"/> Completed <input type="checkbox"/> Not completed <input type="checkbox"/> N/A
<i>Date</i>	

Remember to reflect on your feedback: What do I need to do to improve?

Every lesson

Assessment and feedback every lesson:

- Teacher questions
- Mini knowledge checks
- Peer or self-assessment
- Teachers looking at your work

At least once a half term

Teachers will look at books to assess:

- PROUD presentation
- Accuracy in your work
- Spelling of key words
- DIRT task completion

**Feedback on small blue stickers*

At least once a half term

Mini assessment/knowledge check:

- Smaller assessed tasks
- Reviews recent new knowledge
- Marks reviewed by teachers
- DIRT tasks assigned

**Feedback on blue assessment sheets*

At least once a term

End of unit(s) assessment:

- Reviews your progress
- Marked by teachers
- Percentage and grade given
- DIRT tasks assigned

**Feedback on assessments*

Progress Reports

Progress Reports home to parents three times a year to report of student progress across each term.

- Autumn Term
- Spring Term
- Summer Term

Reporting Engagement, Behaviour, Homework, Current Learning Grade

CLGs are cumulative and based on all the assessment students have completed in each subject.



WATLING ACADEMY PROGRESS REPORT													
END OF YEAR REPORT: SUMMER 2021-22													
Name: C													
Please find below a summary of Chloe's progress over the course of the Summer Term here at Watling Academy. This report contains information on how well Chloe has engaged in learning, both within the classroom and through their completion of homework tasks, as well as overall behaviour and conduct across the Academy.													
These areas are reported on a scale of 1-5, with 5 being the maximum and 1 being the minimum.													
This is a holistic overview of student progress across the term and scores given reflect this. You will also find a summary of student attendance and termly total of House and Behaviour points.													
Subject	Homework Grade			Engagement Grade			Behaviour Grade			Current Learning Grade			EoY Target
	1	2	EoY	1	2	EoY	1	2	EoY	1	2	EoY	
Review Period													
Maths	1	1	1	4	4	4	5	4	4	T1	T1	1C	1C
English	4	4	5	4	4	4	4	4	4	T1	1C	1A	1B
Science	3	3	3	3	3	3	4	4	4	1B	1C	1C	1C
STEM Innovation	N/A			4	4	4	4	4	4	N/A			
Geography	3	3	3	4	4	4	4	4	4	1C	1B	1A	1C
History	4	3	4	5	4	4	4	4	4	T1	1C	1C	1C
RE	N/A			5	3	3	4	4	4	1C	1B	1A	1A
Spanish	2	3	4	4	3	3	4	4	4	T1	1C	1C	1B
Computing	1	2	4	4	4	2	4	4	4	T1	T1	1C	1C
Art	4	4	5	5	5	5	4	5	5	1A	1A	1A	1A
Drama	N/A			4	3	4	4	4	4	1B	1B	1B	1B
Music	N/A			4	4	4	4	4	4	1B	1B	1B	1B
DT/Food	2	5	3	4	5	5	4	5	5	1C	1B	1A	1B
Well Being/PSHE	N/A			3	5	5	4	5	5	N/A			
PE Core	N/A			4	4	4	4	4	4	N/A			

Academic Support and Intervention

In-class

**Form tutor
mentoring**

**Online
revision
resources**

**Study skills
sessions**

**Dedicated
tutorial
sessions**

**Intervention
Days**

Power Days

**Revision
Sessions**

**Booster
Sessions**

Homework

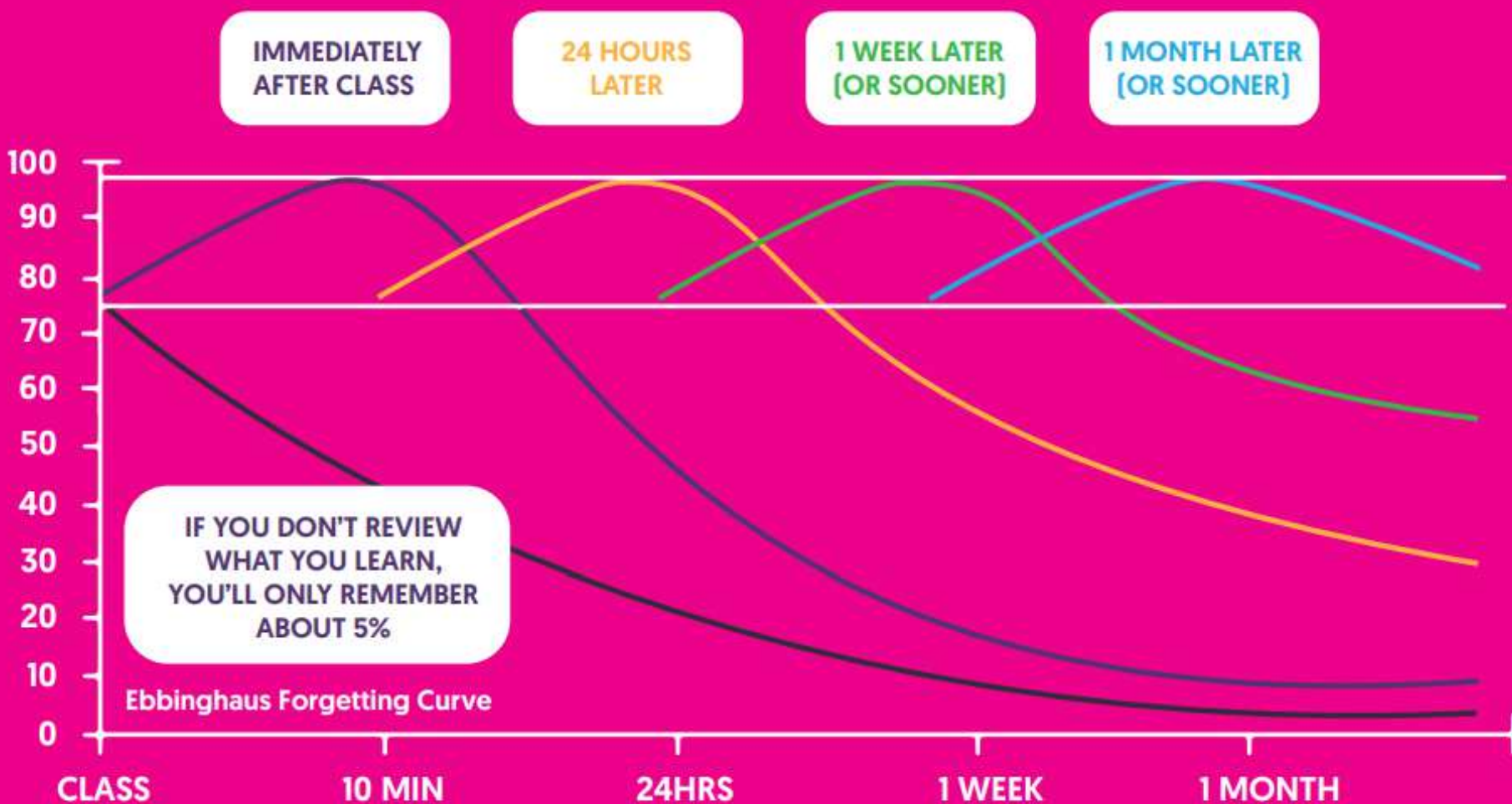
- Homework is set regularly via Class Charts.
- Retrieval Quizzes should take between 15-20 minutes to complete.
- Exam skills homework tasks should take students between 30-45 minutes to complete
- Support for students within homework clinic.
- Students will be rewarded for regularly completing homework

Fortnightly Homework tasks set in all subject except Well-Being & Core PE

2 x Knowledge retrieval quizzes
1 x Exam skills or exam related assignments

YOU'LL FORGET THIS IN 24 HOURS!

Did you know that you forget 80% of what you learn in the first 24 hours?
This is why cramming for exams doesn't work!



It is proven that by reviewing what you've learnt at regular intervals, you can reduce how much you forget to just 10%

Review your work 4 times within a month and you'll remember nearly 100%

Introducing GCSE Pod

- Online platform to support with revision and practicing of key knowledge learnt in the classroom.
- Linked to GCSE courses of study
- Provides support videos (pods) and knowledge quizzes to help you remember key content
- Longer exam question style assessments
- Provides instant feedback on what students get right or wrong and what they need to work on.
- Boost Playlist created
- You can see and monitor progress over time
- You can access it on your phone via the app



gcsepod
education on demand

The Revolutions of 1917

Back

Duplicate

This is how the assignment will appear to students. Please note, this is just a preview window so the assignment can not be submitted.



Many were suspicious of her rule as she was German



The Impact of the First World War

! CC HIST-22-001

Watching playlist item 1 of 6

 View Playlist

 The Revolutions of 1917
The Impact of the First World War
00:00 / 04:27

Previous

Next

Complete these 12 questions:

01 Which year did Nicholas the second become Commander in-Chief of the army?

A: 1915

B: 1914

C: 1916

D: 1917

Reading

- The average reading age required to access GCSE exams is 15 years and 7 months
- Greater exposure to more complex unseen texts within the reformed GCSE exams
- Strong correlation between reading ability and exam performance

GCSE subject	Correlation
English Language	0.65
Geography	0.65
Maths	0.63
History	0.61
Science Combined	0.61

Promoting reading is a priority for our students at Watling Academy.



We do this through:

- Opportunities for silent reading
- Reading Rules sessions
- Targeted activities within the curriculum
- Identified Key vocabulary
- Support from our Reading Champion



How can parents support students?

- Talk about reading and the importance of reading skills in your daily life
- Encourage students to read each day
- Join a local library
- Ensure students have a reading book that they enjoy
- Encourage students to read anything – this could be instructions or

Communication



Query:	Who to contact:	Phone Number:	Email:
General Enquires	Main Reception or School Website	01908 794 094	admin@watling.academy
Pastoral queries about student	Form Tutor Head of Year	Please contact reception for teacher details	
Academic queries about student	Head of Department	Please contact reception for teacher details	
Medical Assistance regarding student	Mrs Carpenter		CarpenterN@watling.academy

Each student is also issued a student planner. Please write any communications in this to also contact your child's form tutor.

Key Dates

24th November – Progress Report 1

30th November – Tutor Consultation Evening

2nd February – Progress Report 2

29th February – Subject Consultation Evening

7th-17th May – Year 10 Exam Week

20th-24th May – Year 10 Work Experience

10th July – Progress Report 3

11th July – Tutor Consultation Evening

18th July – Celebration Evening

Tutorial Programme

During the tutorial programme, students will get involved in various activities to enhance their learning and engage with different aspects within the school.



Tutorial programme

Assemblies

Assemblies are school meetings that happen every other week for each year group.

Celebration assemblies

These take place once a half term. They are a way of recognising the achievements of students in various subjects across the school.

Reading Rules Program

The Reading Rules program as a weekly session led by form tutors.

Tutorials Introduction

The tutorials are weekly PSHE-based lessons with subject-related themes.

House Challenges

House Challenges are an exciting opportunity to earn house points.

STEM Challenges

STEM skills are in high demand in the job market and that participation in STEM challenges can lead to exciting opportunities and careers in these fields.

Student wellbeing and personal development



Student well-being is essential in Watling because it not only enhances academic performance but also prepares students for the challenges of life, fosters a positive and inclusive learning environment, and has far-reaching effects on individuals and communities.

- **Dedication to Well-being:** We are committed to fostering a healthy and caring environment.
- **Mental Health Priority:** We place a strong emphasis on positive mental health, which is fundamental to our academy's mission.
- **Supportive Foundation:** Positive mental health underpins our essential work in supporting students, staff, and their families.
- **Core Values:** We actively promote our core values of Respect, Responsibility, and Kindness in all our endeavours.
- **Inclusivity:** We ensure that every student is recognized and valued, leaving no one anonymous in our community.

Trips and Visits

- We will continue to expand our programme of educational visits throughout the year and will update parents and students with any upcoming opportunities.
- Departments will be running individual subject trips, and students will be given the opportunity to go on these to enhance their learning within the GCSE curriculum for their subjects.

Duke of Edinburgh

- Thank you for those that expressed an interest in joining the DofE award.
- Parents and carers will be shortly receiving a letter for students to sign up to the award detailing the expedition dates and the cost.

BRONZE AWARD			
VOLUNTEERING	PHYSICAL	SKILLS	EXPEDITION
3 months	3 months	3 months	2 days 1 night
Plus a further 3 months in either the Volunteering, Physical or Skills section.			

Duke of Edinburgh

- The DofE is a life-changing adventure unique to each participant.
- The participant chooses a volunteering, physical and skills activity and does them once a week for an hour for 3 months and then one of the activities for 6 months.
- They will then complete an expedition that lasts for 2 days and 1 night.
- When the students sign up, they will be allocated an eDofE log in that they will track their sections on.



How can you support?

- **Discuss what the award entails, including the commitment required.**
- **Help them choose or think about what they might like to do for their skill, physical and volunteering sections.**
- **Keep motivating them and supporting them to complete the sections and track them on the eDofE app.**

Year 10 Spain Trip



- Available to students studying Spanish in Year 10.
- Friday 26th to Monday 29th April 2024
- Indicative Cost - £675
- Includes: Accommodation (Half-board – breakfast and evening meal) and Transport including flights to and from Barcelona.
- Itinerary
 - Barcelona
 - The Nou Camp Football Stadium, home of the Barcelona football team.
 - Port Aventura Theme Park.
 - Poble Espanyol, which showcases different styles of Spanish life.
 - A market and UNESCO recognised Roman Ruins in Tarragona
- A letter has been sent via parentmail this week. Please respond to this by 9am on Monday 9th October. Students will then be selected and a further letter with payment details will be sent. It is likely a 25% deposit will be required by Monday 30th October.

Attendance and Punctuality

How can you support?

- Ensure your child is punctual to school every day.
- Keep us informed of any absence and the reason.
- Ensure you avoid term time holidays for your family.
- When possible, book medical/dental appointments outside of school time.
- Liaise with Form tutor and Pastoral team should you need support with raising your child's attendance.



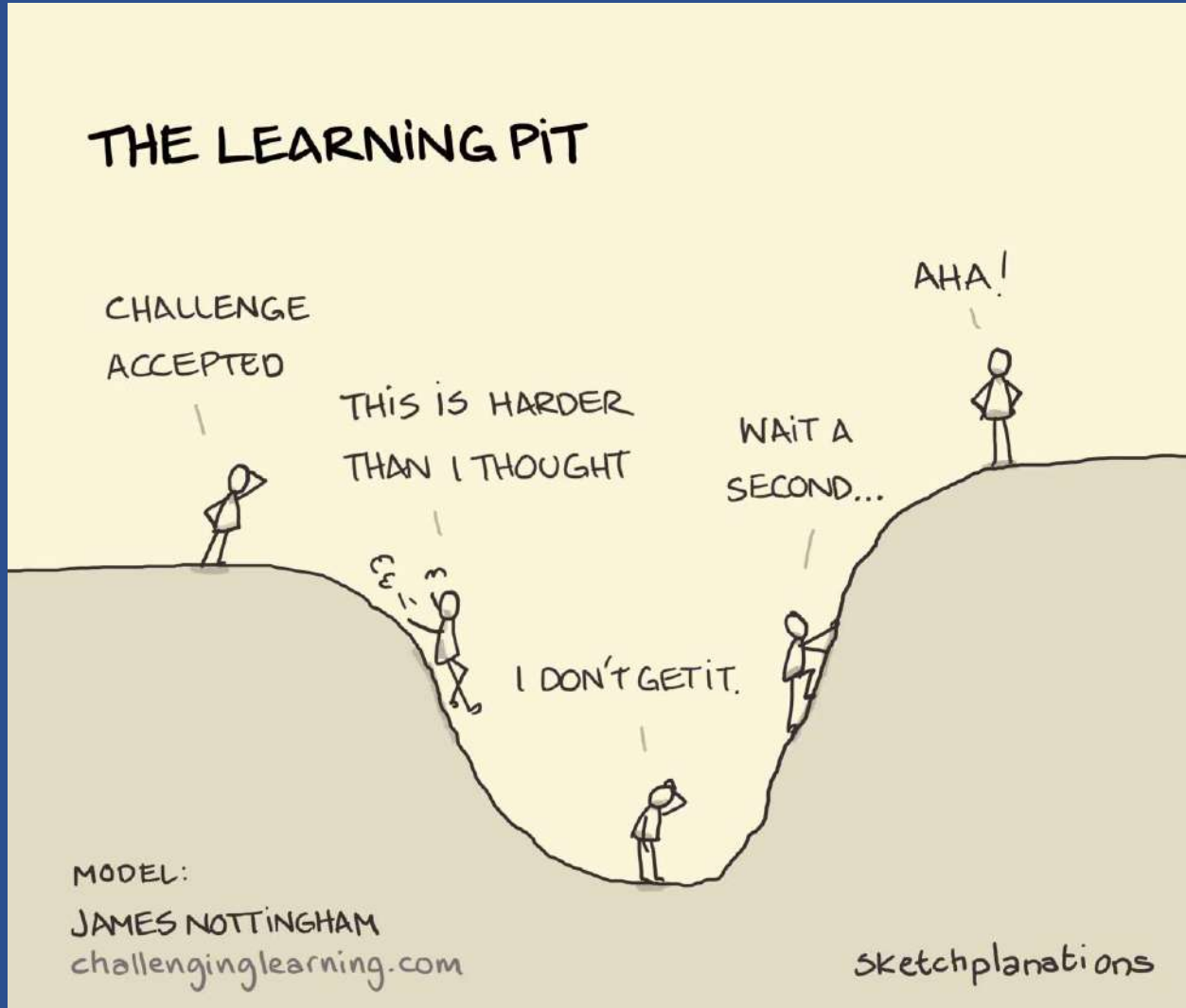
Impact of missed Education

	90%	Below 95%	100%
Cumulative loss of Education	= ¼ day missed per week = 4 weeks per year = 1 half term over 2 years	= equates to a loss of one GCSE grade	=No loss of Education

Attendance and Punctuality

- Punctuality is also important.
- **5 minutes late to every lesson = 3 days off per term = 91% attendance**
- After school detentions will be issued for those students who are more than 10 minutes late to lessons in a week.
- A parent mail notification will come out to you, if students are between 10-29 minutes late in a week.
- A letter will be sent out to you, if students are over 30 minutes late to lesson.

Resilience and Learning from Mistakes



- Here at Watling Academy, our focus is to ensure that students are not only equipped to succeed in their exams, but also improve their character by making them more resilient.
- Resilience in learning, as in life, is about being able to persevere through setbacks, take on challenges and risk making mistakes to reach their goals.
- We as teacher will ensure that we are giving students the best opportunities to succeed but to do that, we need students to take risks, challenge themselves and persevere.

The Roadmap to Achieving your Targets

Consistently good Attendance & Punctuality

Being equipped

Active engagement in learning

Positive Behaviour choices

Engaged in independent study

