



*Hinchingsbrooke School*

Inspiring excellence

Fulfilling potential



# Maximising achievement in Key Stage 4

2015-17



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## **A message to Parents and Carers**

Welcome to Year 10, and thus Key Stage 4, the most important time in your child's education so far. During the next two years, you will continue to take on many roles – motivator, listener, mediator, friend, manager, coach and even chief tea-maker! One role, however, remains of critical importance; as a key support for your child's learning and progress in partnership with all of us at Hinchingsbrooke School.

This booklet aims to provide you with a very brief glimpse of some of the resources, ideas and support we offer you and your child in these next two years. This is merely an outline of what is available, and what will happen over the coming two years. I am a great believer in the advice of Stephen Covey, best-selling American author and motivational speaker. One of the habits he encouraged, to help us all become more effective, was to '**begin with the end in mind**'. I think this rings true in education as in so many walks of life, and is something your son or daughter must take on board as they start their Key Stage 4 journey. This time will be challenging, exciting, and certainly frustrating at times, but the rewards for those who tackle it in the right way are HUGE.

We are already looking forward to results day, in August 2017, when your child will come into school to pick up their brown envelope with the list of grades they have achieved. That list will determine their immediate path as well as their longer term future. We will be here to celebrate with them, and with you.

By working in tandem we can help your child achieve the very best they can, and reap the rewards they deserve, on that date. We too will be carrying out many (if not all) of the roles highlighted in my opening paragraph over the next two years. It would be foolish to pretend that the journey will be easy. Nothing worthwhile ever is. It will, however, be worth it. I hope this booklet, and the KS4 Success Evening, provides some basic advice to help you get started on the journey.

**Lee Walker**

**Vice Principal**

## Some key dates/events for Year 10 and 11 (2015-17)

<b>YEAR 10</b>	
17/09/2015	KS4 Success Evening
9/10/2015	Year 10 Progress reports
11/12/2015	Year 10 Progress reports
12/02/2016	Year 10 Formative reports
14/3/2016	Year 10 Exams begin (2 weeks)
16/5/2016	Work experience (2 weeks)
29/4/2015	Year 10 Progress reports and mock grades
28/6/2016	Parents' Evening
15/7/2016	Year 10 Progress reports and predicted grades
<b>YEAR 11</b>	
Nov 2016	First Year 11 Trial Exams and Results Day
Jan 2017	Year 11 Reports
Mar 2017	Second Year 11 Trial Exams
May 2017	GCSE Exam Season begins
Aug 2017	Results Day



## **A message from your Head of Year**

As Head of Year this is a particularly exciting time as the students begin their GCSE journey. This is a time of possibility, but is also a time of challenge, and I and my team will be working hard to ensure that all students receive the support they need over the coming two years. We appreciate the huge diversity in our student body and are ready to ensure we can guide each individual confidently to success. This includes a range of interventions, from helping students make the right choices for work experience, to tracking academic performance across the board and promoting participation in extracurricular learning.

We wish the Year 10 students the greatest success over the next two years and encourage them to grasp the opportunity with both hands!

**Alun Williams**

**Head of Year 10**

## Key Members of Staff for Year 10

Head of Year	Alun Williams (AIW@hinchbk.cambs.sch.uk)
Tutors	
10C1	Jonathan Chambers (JEC@hinchbk.cambs.sch.uk)
10C2	Jason Hoole (JZH@hinchbk.cambs.sch.uk)
10M1	Scott Smith (SDS@hinchbk.cambs.sch.uk)
10M2	Laura Davison (LJD@hinchbk.cambs.sch.uk)
10P1	Jason Turnbull (JAT@hinchbk.cambs.sch.uk)
10P2	Vicky Fenton (VMF@hinchbk.cambs.sch.uk)
10V1	Anneli Lombard (AML@hinchbk.cambs.sch.uk)
10V2	Paul Chester (PJC@hinchbk.cambs.sch.uk)
10W1	Carole Olsen (ECO@hinchbk.cambs.sch.uk)
10W2	Janis Large (JL@hinchbk.cambs.sch.uk)
Student Support Officer	Debbie Ellis (DLE@hinchbk.cambs.sch.uk)
Middle School Administrator	Julie Connor (JAC@hinchbk.cambs.sch.uk)
Inclusion Manager	Jenette Kingsbury (JEK@hinchbk.cambs.sch.uk)
Student Counsellor	Katharine Bradford (KB@hinchbk.cambs.sch.uk)
Exams Officer	Anna Grantham (AMG@hinchbk.cambs.sch.uk)
School Nurse	Rita Ashoor (SchoolNurse@hinchbk.cambs.sch.uk)

## Your Year 10 Tutor

Within KS4, the tutor is considered to be a central reference point for students; they are critical towards guiding the success and achievement of all within their tutor group. Through fostering positive and productive relationships, the tutor is best placed to oversee both pastoral and academic support for students in KS4.

### Tutorial Sessions – helping students to succeed

These are tailored to develop a range of important skills as well as opportunities for students to reflect on their personal progress. The pastoral programme is developed to cater specifically for the needs of a year group and will vary slightly by year group. Each week, the school is committed to delivering the following opportunities to all students:

- Literacy – a bespoke programme coordinated centrally by our literacy coordinator
- Numeracy – a bespoke programme coordinated centrally by our numeracy coordinator
- Assembly – coordinated and regularly delivered by respective Heads of Year

The range of delivered sessions are designed to develop skills required to be not only successful in exams but in life, in further and higher education, training and employment. These transferable skills are established to enable students to reach their full potential academically. The ideas and concepts discussed in tutor time are created to support the development of skills within subject teaching.



Alongside this, tutors will also encourage students to engage with concepts within *Subject World* and *Citizenship* (year group-dependent). Within Year 11, progress interviews are also held to reflect upon current performance, measured against targets. The key focus made here offers the

opportunity for students to self-reflect and make meaningful changes early on in the year.

### **Advice for Students - how can students maximise their potential?**

A positive and open rapport with tutors is critical to students being successful. Students should feel comfortable discussing their academic performance with their tutor in a constructive and beneficial manner. The tutor is best placed to support the balancing of workloads and provide solutions to problems faced at school.

In order to make the best use of your tutors' expertise, we suggest that students should:

- ✓ Be open. Freely discuss problems/concerns with your tutors as soon as you are able. This may include social or home issues that affect your learning. If you require this to be discussed in private, simply ask your tutor to accommodate this.
- ✓ Be aware. Keep an eye on your grades and speak to your tutor if you are concerned. Your tutor can then help you to come up with a plan to get you back on track.
- ✓ Be honest. If your tutor asks you directly about an issue, work together to find a resolution. Remember that the key person who is affected is you.
- ✓ Be responsible. If you have identified an area where you need to improve, be determined to make positive change happen. This has to be started with you.
- ✓ Be included. During tutor sessions, aim to be proactive in offering your ideas and thoughts around an issue. Treat the sessions like normal lessons and be committed to excelling in them.

**Mr T Grey**

**Assistant Principal – Director of Student Progress**

## Top Tips for KS4 Success – A Guide for Parents

**Can I make a difference? Absolutely! Parental involvement is crucial and can make an enormous difference to pass or fail, Grade B or D**

- Encourage and praise your child. Show an interest in what they are learning in different subjects and in their homework and research.
- Put key dates and deadlines in your own diary so that you can support before the 'panic stage'.
- Keep in touch with subject teachers especially if your child is struggling or requires extra support – forewarned is forearmed.
- Agree the balance between work and social life – check that this doesn't become unbalanced - if a party comes up ask them when they will make that time up.
- Find out if there are any TV programmes, museums, exhibitions or theatre productions relevant to any of the GCSE courses your child is following which they could visit.



- Help your child use books and the internet to search for relevant materials and information. If you do not have internet access at home, most public libraries offer access. The internet is a great resource if used correctly.



- Revision is key to success – pretty coloured pens and nice folders doesn't mean better! Start revision early – last minute cramming will not work. A revision timetable on display will ensure continuity, and make everyone in the house aware of key times and days.
- Provide favourite snacks and water for them when they revise.
- Praise them for their commitment and hard work - even if they only do 80% they are doing extremely well.
- Encourage your child to empty their bag or planner of file handouts and information from lessons at the end of each day.
- Support your child in choosing one good revision guide (in liaison with subject teachers) for each subject – it's the best investment you will make.
- Attendance to all lessons is vital.
- Ensure your child is prepared for the exam – and on the day of the exam check they have all their equipment with them.
- Exam days – a good breakfast is vital. Try to keep routines the same around these days as your child will be stressed. Be there for them when they think they have done it all wrong. A little encouragement and positivity goes a long way, and it is very likely they haven't done it 'all' wrong.

## **Top Tips for KS4 Success – A Student Guide**

- Go to all of your lessons.
- Don't stop going to, or working in, lessons you find hard or dislike. Talk to someone about the difficulties you are having – there will be a solution!
- Ignore what friends and others are doing – you are working for a better life for YOU now and later.
- Keep a file for each subject with dividers for each new section – one for each exam you will take (you may take more than one exam per subject).
- Start revision early – allowing at least two weeks for each exam. The sooner you start, the less you will have to do each day and the less stressed you will be.
- Make a realistic revision timetable that you will stick to – don't set expectations that you are unable to reach as this will only make you feel worse.



- Get one good revision book or aid for each subject. These break down the subject matter into 'do-able' chunks and key facts.
- Keep everything you need in one place – hole-punch, paper, pens, calculators etc. so you don't waste time trying to find things.
- Match the revision notes you make to the sort of questions you will be asked in your exam. Get hold of some past papers from school or the internet.
- Have clear and specific goals for each revision period e.g. at the end of this two hours I will be able to label a diagram of the heart and answer a question about how the heart works.
- Have start and finish times and stick to them.
- Get into the routine of following your revision plan. If you really don't want to do it then tell yourself you will do it for fifteen minutes and decide whether to carry on - at least you will have done fifteen minutes. Ignore the impulse to tidy your room for the first time in three years!
- Clear your head before you begin – give yourself two minutes to write down anything on your mind and tell yourself to deal with that later.
- STOP and take a break if you are becoming angry, overwhelmed or frustrated. Put aside the problem and ask for help the next day.

- Don't be influenced by friends who talk about how little work they are doing – get your head down, it's not forever, and think of the future.
- Last-minute revision? Yes, it is worth it. The day before your exam the notes you have made should be short enough to read through in one session. The final read-through will help keep key concepts and words in your mind.
- Know your exam timetable. Know where you need to be each day and plan to get there early (to avoid last minute crises).
- Have a relaxing bath or shower – eat breakfast or take energy food with you if you really can't face eating.
- Make sure you have all the right equipment.
- Don't worry if you feel you can't remember anything at all before you go in – if you have revised it will come back to you.

## How To Survive And Succeed In KS4 Sixth Formers' perspectives

“Work ethic is key- you'll get out as much as you put in so always give your all”

“Organise your time so you don't leave everything to the last minute- prioritise subjects on how difficult you find them/how close the exam is. A revision timetable is always a good idea so you always know what and when you're revising”

“Good organisation allows you to have a work/play balance which is essential to keeping calm and motivated”

“Use a range of revision techniques at first to keep yourself interested, though you'll probably start to find there's a particular one that works for you best- revision cards,



post-it notes, reading and summarising, testing yourself and getting others to test you”

“Past papers are great too as the exam gets closer to get a feel of the kind of question you'll be asked and exam technique”

“Be proactive. Your teachers can often offer you so much more than they have time to give you in the lesson so ask for extra help, advice and materials whenever you need”

“Getting fully involved in the lesson also helps your teacher gauge how you're doing, so they can direct you better on how to improve”

## Top Tips for Examination Success

**Please note you will have exams once in Year 10 and twice in Year 11 before the real thing in summer 2017. It is important to get into the 'exam habit' now.**

Read the question carefully and ensure you answer all parts of the question.

Make sure you use the terms used in the questions (command words). If the question says "Why is it important...?" make sure you use the word "important".



Read through the exam specification. Every exam board – OCR, WJEC and AQA - has this information online. You can also find past papers, examiners' reports and a wealth of other material.

Write enough for the available marks but remember to balance quality and quantity. Perhaps, you may not get 6 marks if you only write 3 lines. The important thing is to address the question carefully.

Examiners can't mark what isn't there.... prove you know it. A good example of this is in Maths where you show your working out and reasoning.

SPAG – Spelling, Punctuation and Grammar. This is important as it makes sure your answers are communicated effectively.

Always develop and justify your ideas (Point, Evidence and Explain).

## Exam Boards for each subject

<b>Subject</b>	<b>Exam Board</b>
English	AQA
Maths	AQA
Triple Science	AQA
Double Science	AQA
Religious Studies	OCR
Art and Design	AQA
Astronomy	Edexcel
Business BTEC L2	Edexcel
Business GCSE	OCR
Catering	WJEC
Computing	OCR
Dance	Edexcel
Design Technology	Edexcel
Drama	Edexcel
Engineering	EAL
French	Edexcel
Geography	AQA
German	Edexcel
Health & Social Care	Edexcel
History (SHP)	OCR
History (World)	OCR
Music	Edexcel
PE	Edexcel
Spanish	Edexcel
Sport	Edexcel
Textiles	AQA

# Revision Websites

Subject	Website
Generic learning websites	<a href="http://www.samlearning.com">http://www.samlearning.com</a> <a href="http://www.s-cool.co.uk/">http://www.s-cool.co.uk/</a> <a href="http://www.bbc.co.uk/education">http://www.bbc.co.uk/education</a> <a href="http://revisionworld.co.uk/gcse-revision">http://revisionworld.co.uk/gcse-revision</a>
Chemistry	<a href="http://www.creative-chemistry.org.uk/">http://www.creative-chemistry.org.uk/</a> <a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a> <a href="http://www.s-cool.co.uk/gcse/chemistry">http://www.s-cool.co.uk/gcse/chemistry</a> <a href="http://www.chemactive.com/">http://www.chemactive.com/</a>
Design Technology	<a href="http://www.technologystudent.com">http://www.technologystudent.com</a> <a href="http://www.design-technology.org/">http://www.design-technology.org/</a> <a href="http://www.mr-dt.com/">http://www.mr-dt.com/</a> <a href="http://www.the-warren.org/">http://www.the-warren.org/</a>
English	<a href="http://www.englishbiz.co.uk/">http://www.englishbiz.co.uk/</a> <a href="http://www.bbc.co.uk/education/subjects/zr9d7ty">http://www.bbc.co.uk/education/subjects/zr9d7ty</a> <a href="http://www.s-cool.co.uk/gcse/english">http://www.s-cool.co.uk/gcse/english</a> <a href="http://www.revisioncentre.co.uk/gcse/english/">http://www.revisioncentre.co.uk/gcse/english/</a>
French	<a href="http://www.languagesonline.org.uk">http://www.languagesonline.org.uk</a> <a href="http://www.linguascope.com/">http://www.linguascope.com/</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/french">http://www.bbc.co.uk/schools/gcsebitesize/french</a> <a href="http://www.frenchrevision.co.uk/">http://www.frenchrevision.co.uk/</a> <a href="http://www.s-cool.co.uk/gcse/french">http://www.s-cool.co.uk/gcse/french</a>
Geography	<a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/">http://www.bbc.co.uk/schools/gcsebitesize/geography/</a> <a href="http://www.geographyinthenews.rgs.org/">http://www.geographyinthenews.rgs.org/</a>
History	<a href="http://www.bbc.co.uk/schools/gcsebitesize/history">http://www.bbc.co.uk/schools/gcsebitesize/history</a>
ICT	<a href="http://www.teach-ict.com">http://www.teach-ict.com</a> <a href="http://www.bbc.co.uk/education/subjects/zqmtsbk">http://www.bbc.co.uk/education/subjects/zqmtsbk</a>
Maths	<a href="http://www.hinchingbrookeschool.co.uk/maths/maths%20website.swf">http://www.hinchingbrookeschool.co.uk/maths/maths%20website.swf</a> <a href="http://www.hinchingbrookeschool.co.uk/maths/AQA Units/MDT Support.html">http://www.hinchingbrookeschool.co.uk/maths/AQA Units/MDT Support.html</a> <a href="http://www.schoolworkout.co.uk/GCSE.htm">http://www.schoolworkout.co.uk/GCSE.htm</a> <a href="http://www.s-cool.co.uk/gcse/maths">http://www.s-cool.co.uk/gcse/maths</a> <a href="http://www.collinsrevisionapps.co.uk/">http://www.collinsrevisionapps.co.uk/</a> <a href="http://www.bbc.co.uk/education/subjects/z6pfb9q">http://www.bbc.co.uk/education/subjects/z6pfb9q</a> <a href="http://www.mymaths.co.uk/">http://www.mymaths.co.uk/</a>
Media	<a href="http://media.edusites.co.uk/">http://media.edusites.co.uk/</a> <a href="http://www.bbc.co.uk/education/subjects/ztnygk7">http://www.bbc.co.uk/education/subjects/ztnygk7</a>
Music	<a href="http://www.bbc.co.uk/schools/gcsebitesize/music/">http://www.bbc.co.uk/schools/gcsebitesize/music/</a>
RE	<a href="http://www.bbc.co.uk/schools/gcsebitesize/rs/">http://www.bbc.co.uk/schools/gcsebitesize/rs/</a>
Science	<a href="http://www.s-cool.co.uk/gcse">http://www.s-cool.co.uk/gcse</a> <a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a> <a href="http://swgfl.skool.co.uk/keystage4.aspx?id=314">http://swgfl.skool.co.uk/keystage4.aspx?id=314</a>