



# Wallington High School *For Girls*

HEIRS OF THE PAST, MAKERS OF THE FUTURE

## YEAR 10 INFORMATION EVENING

WELCOME



# GCSE – KEY POINTS



- **GCSEs were reformed in 2017**
  - **All GCSEs are fully linear – all examinations taken at the end of Year 11**
  - **More demanding than ‘old’ GCSEs**
  - **Greater content**
  - **More challenging content**
  - **Students will follow 10 GCSE subjects**
-

# GCSE – KEY POINTS

- **Assessment by examination only (except where coursework is the only valid way to assess skills)**
- **A new numerical 9 to 1 grading scale (replacing the old alphabetical scale of A\* to G) with 9 being the highest grade**



# GCSE GRADINGS

D	C	B	A	A*		
3	4	5	6	7	8	9

- **Broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above**
  - **For each examination, the top 20% of those who get grade 7 or above, will be awarded a grade 9**
  - **Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above**
  - **Grade 5 defined as being a ‘good pass’**
  - **Grade 4 define as being a ‘standard pass’**
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GRADE 9: 52.4%  
(39% - PREVIOUS 3 YEAR AVERAGE)

GRADE 9/8: 80.3%  
(69% - PREVIOUS 3 YEAR AVERAGE)

GRADE 9-7: 93.1%  
(87% - PREVIOUS 3 YEAR AVERAGE)



- 10 GCSE subjects
  - English Language and Literature
  - Mathematics
  - Biology, Chemistry and Physics
  - Four Option subjects
- Non examined
  - Core PE
  - Theology and Philosophy
  - PSHCE



# THE 8 PRINCIPLES FOR EFFECTIVE LEARNING

**1:** Knowledge is power.

**2:** Learning is the residue of thought.

**3:** Performance is not the same as learning.

**4:** Mastery takes time, variety and forgetting.

**5:** Deliberate practice makes permanent.

**6:** Feedback presents a potent opportunity.

**7:** Struggle is necessary for growth.

**8:** Excellence is born from studying excellence.

# WHAT 'OUTSTANDING' ATTITUDE LOOKS LIKE WIDER READING – FROG VLE

'Excellence in almost any academic subject requires strong reading'

## Welcome to Wallington High School for Girls VLE

Click on the icons below to view the subject sites

KS3


KS4

KS5

Student Support

Wallington High School for Girls  
Student Bulletin

**LOST PROPERTY**

 Lost property

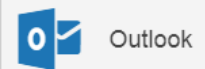
We will be holding a lost property display under the covered way opposite the canteen on **Monday 8, Tuesday 9, Wednesday 10, Thursday 11 and Friday 12 July**. Please come along and take a look if you have lost anything as there are many items waiting to be reunited with their owners. Please remember that you do not have to wait for the display – lost property is in the container under the covered way near the canteen and you can look in there any break or lunchtime or after school. Although we endeavour to get named items back to their owners regularly there are still many other items there.

**WE ARE UNABLE TO STORE LOST PROPERTY ITEMS BEYOND THE END OF EACH TERM SO IF YOU HAVE LOST ANYTHING PLEASE CHECK TO MAKE SURE YOUR BELONGINGS ARE NOT DISPOSED OF**

Please note: This display will not include valuable items such as jewellery/purses. These can be claimed at reception so if you have lost any valuables over the last term please come and ask  
Thank you  
Reception

Slide 2

Click here to download the file  
Introduction to Frog



Outlook



WHSG website  
Link to the School website



STEAM



Ecosia Search  
Search engine



Kerboodle  
Online resources

MyMaths



Bitesize



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# LEARNING SCIENTISTS:

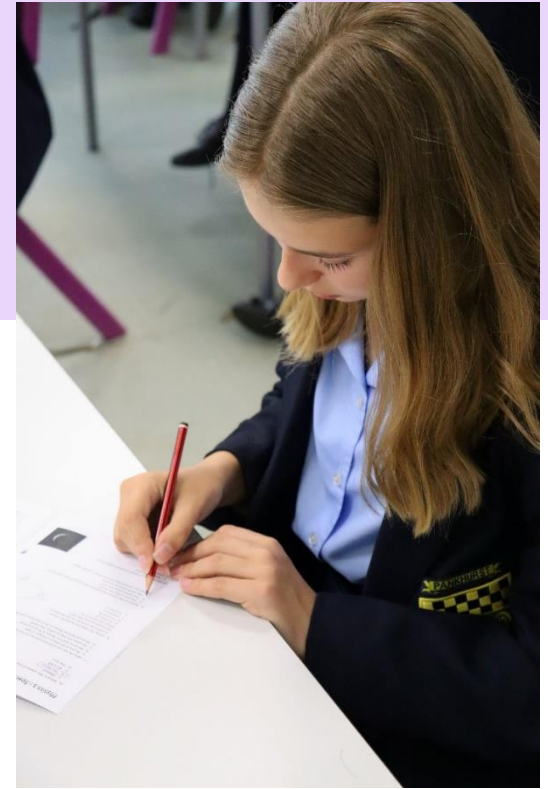


<https://www.learningscientists.org>

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# ASSESSMENT

- Assessment is an integral part of learning
- Research informed approach
- Frequent, short, 'low stakes' testing
- Feedback can take many forms
- Reflection and improvement
- Only 'key' assessments for reporting and Mocks must be graded



# DOING BADLY ON A TEST A GOOD THING!

**L P E D**

4 20/50

**P E C F D**

5 20/40

**E D F C Z P**

6 20/30

**F E L O P Z D**

7 20/25

**D E F P O T E C**

8 20/20

**L E F O D P C T**

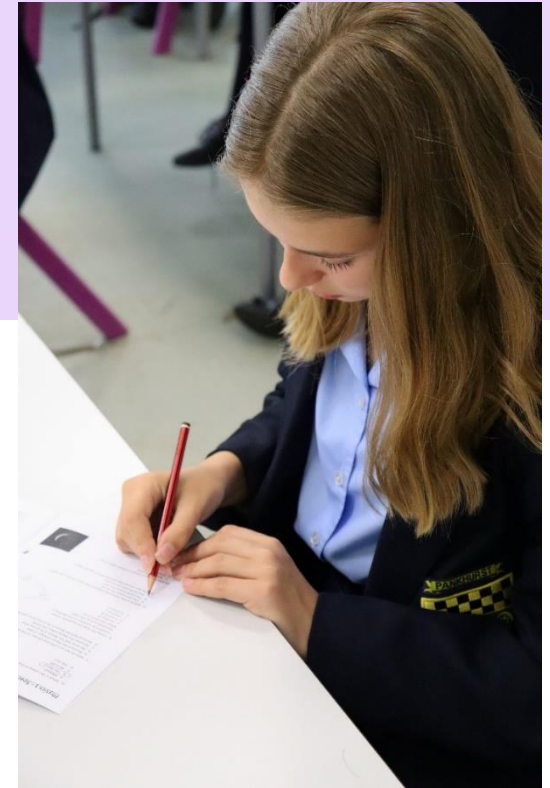
9

**F D P L T C E O**

10

**P E Z O L C F T D**

11



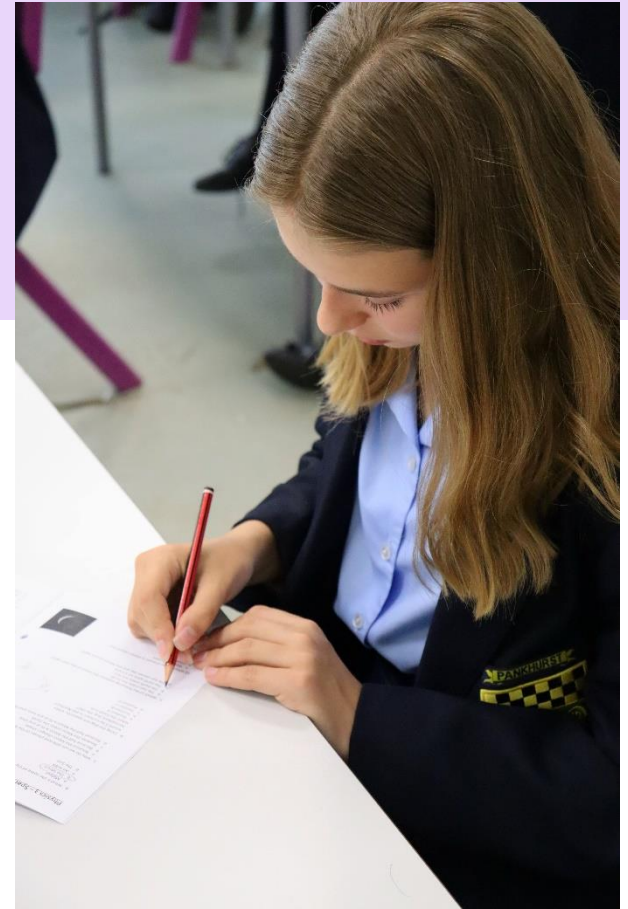
<b>Subject</b>	<b>Target Grade</b>	<b>GCSE Predicted Grade</b>	<b>Attitude to Learning</b>
<b>D&amp;T Food</b>	<b>8+</b>	<b>8</b>	<b>At the level expected at WHSG (Good)</b>
<b>English</b>	<b>7+</b>	<b>6</b>	<b>At the level expected at WHSG (Good)</b>
<b>Geography</b>	<b>8+</b>	<b>9</b>	<b>Beyond expectations (Outstanding)</b>
<b>Maths</b>	<b>8+</b>	<b>8</b>	<b>Beyond expectations (Outstanding)</b>
<b>Psychology</b>	<b>8+</b>	<b>8</b>	<b>Beyond expectations (Outstanding)</b>
<b>Philosophy &amp; Theology</b>	<b>7+</b>	<b>8</b>	<b>At the level expected at WHSG (Good)</b>
<b>Biology</b>	<b>7+</b>	<b>7</b>	<b>Beyond expectations (Outstanding)</b>
<b>Chemistry</b>	<b>7+</b>	<b>8</b>	<b>At the level expected at WHSG (Good)</b>
<b>Physics</b>	<b>8+</b>	<b>8</b>	<b>Beyond expectations (Outstanding)</b>
<b>Spanish</b>	<b>6+</b>	<b>5</b>	<b>Below Expectations</b>

<b>PSHCE</b>	<b>GCSE Grades are not awarded for this subject</b>	<b>Beyond expectations (Outstanding)</b>
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# REPORTING

## Year 10

- **October**                      **Early progress report**
- **December**                    **Grade Report**
- **January**                        **Year 10 Review Day**
- **March**                         **Grade Report**
- **April**                          **Parents' Evening/Study Skills Day**
- **June**                          **End of Year Examinations**
- **July**                            **Written Report**





# REPORTING

## Year 11

- **November**                      **GCSE Mocks**
- **December**                      **Grade Report**
- **January**                          **Guidance Meetings/Parents' Evening**
- **March**                              **Written Report**
- **May**                                  **Start of GCSE examinations**



# HOMWORK POLICY

- **Research informed approach**
- **Principles:**
  - **Practice or rehearsal of subject matter that has already been taught**
  - **Clear and relevant**
  - **Purposeful and planned for**
  - **Efficient and achievable**
  - **Accessible**
  - **Acknowledged**



# HOMWORK POLICY

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- **Protocols:**

- In KS4, each exam subject may set up to two hours per fortnight. This can be a combination of shorter and longer tasks.
- Parents:
  - Check and sign their child's planner weekly.
  - Sign off any homework that their child has spent the allotted time on (putting in maximum effort) but has not fully completed, so that the teacher is aware that sanctions for incomplete homework should not be put in place.
  - Allow a suitable place and sufficient time for their child to complete their homework. This could be in a quiet, designated place at home or after school in the school library.



**Mrs German**  
**Assistant Headteacher**  
With responsibility for **Student Support**  
**Designated Safeguarding Lead**

# Starting the Transition to GCSE

- Congratulations!





# Year 10 Pastoral Leadership Team



Assistant Head Teacher

M.German:

[mgerman@wallingtongirls.org.uk](mailto:mgerman@wallingtongirls.org.uk)

Head of Year S. Khan:

[skhan@wallingtongirls.org.uk](mailto:skhan@wallingtongirls.org.uk)

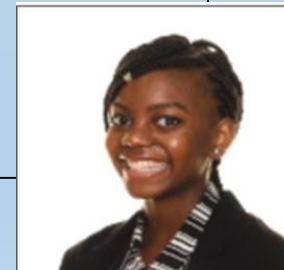
If you ever need to get in touch with the school, your first contact is the form tutor.

10 Athena	J Silmar <a href="mailto:jsilmar@wallingtongirls.org.uk">jsilmar@wallingtongirls.org.uk</a>
10 Bronte	C Daws <a href="mailto:cdaws@wallingtongirls.org.uk">cdaws@wallingtongirls.org.uk</a>
10 Curie	E Mason <a href="mailto:emason@wallingtongirls.org.uk">emason@wallingtongirls.org.uk</a>
10 Johnson	K Shah <a href="mailto:kshah@wallingtongirls.org.uk">kshah@wallingtongirls.org.uk</a>
10 Pankhurst	J Henderson <a href="mailto:jhenderson@wallingtongirls.org.uk">jhenderson@wallingtongirls.org.uk</a>
10 Seacole	H Clayton <a href="mailto:hclayton@wallingtongirls.org.uk">hclayton@wallingtongirls.org.uk</a>
10 Sharman	R Peneda <a href="mailto:rpeneda@wallingtongirls.org.uk">rpeneda@wallingtongirls.org.uk</a>



## Equality, diversity, and inclusivity; .....

‘Our role is to ensure that **every** Wally student feels a **sense of belonging** regardless of their ethnicity, sexuality, religion, and much more. We are in charge of **promoting cultural awareness** through **celebrating and informing students** on major events such as **Black History Month, Diwali, and Pride** month. We encourage students to **embrace their identity** and we hope that your child joins and thrives within our inclusive atmosphere!’ ~ **Sajini & Denise**





## **WHSG Code of Conduct**

Please work with us in ensuring that our students are learning in the best environment they can, make sure your child is aware of and upholds the WHSG Code of Conduct.

# Responsible device use



- No screens in bedrooms and no devices for at least 2 hours before bed.
- Encourage an open conversation about what sort of content your child is putting online.
- Try to keep up-to-date with which apps your child is using.
- Devices encourage procrastination and reduce productivity even after their use, so communicate with your child about making the best of their time when working/ revising.





**Ms Khan**  
Head of Year 10



# Our aims for your children



- Happy, healthy young people
- Curious about the world- not just focused on achieving grades
- Community-minded, celebrating the individual, but being aware of their role within and responsibility to the larger school community
- Pride in being a student at our school by upholding the school's code of conduct
- Positive role models for the younger pupils

# Your Teenagers Can Sometimes Be Challenging !



- As ever, you will play an important role in the academic success and wellbeing of your child.
- Parental support is **eight times** more important in determining a child's academic success than social class, according to a new study.
- The good news is that you don't need to be an expert in any of the subjects your child chooses in order to make a difference.
- The key is to be aware of what could go wrong at each stage and take action to pre-empt this.

# How you can help

## Stage 1: Learning the Content

### What could go wrong:

- A lack of interest in the subject
- Finding the work difficult and giving up
- Deciding they are not good at the subject
- Not making the most of lesson time
- Getting behind with homework
- Not attending school or lessons



# How you can help

## Stage 2: Revision

### What could go wrong:

- Not doing any...!
- Leaving it all until the last minute
- Not having a plan
- Not being sure what to revise
- Being unrealistic about what can be done
- Revising the right things but in the wrong ways
- Becoming overwhelmed – not knowing where to start



# Managing Workload



- Make use of the school planners; effective recording of homework tasks and dates for assessments to plan work accordingly. This should be checked and signed by you weekly.
- Homework is not set to be completed overnight at WHSG, so organisation is key to avoid rushing to meet deadlines.
- Suggest a homework or revision timetable that also includes leisure or 'down' time.
- Try to discourage devices during 'down' time.
- Allow for working at their own pace and in their own way, with gentle encouragement.
- Encourage them to have a day off on the weekend, where they don't do any school work.
- Encourage your child to discuss concerns with their teachers before it becomes too much.

# A sense of perspective



- The GCSE is part of a larger picture
- Failure is ok – it's part of the learning process
- School is more than a means to an end
- Things will be tough at times, but nothing is insurmountable with help and support
- Exploring the idea of “what is the worse that could happen?” and talking your children through practical steps
- Encourage them to have lives outside of school where they see other friends

# PSHCE



- Autumn Term: **First Give Project**
- Spring Term: **Mental Health and Wellbeing**
- Summer Term: **Healthy relationships**

# We are here to help



## Student Support Services:

- **First Aid Room** – The school has a first aid room
- **ELSA (Emotional Literacy Support Assistant) Mrs Beaumont** – via referral from the Heads of Year
- **School Counsellor (Ms Nwankwo)** – Via referral from the Heads of Year, the Counsellor will provide emotional support and guidance for any student who is in need of it.
- **Student Services Officer (Mrs Antonio)**- works closely with the Heads of Year to support students across a range of issues, in particular safeguarding.
- **Inclusion Assistant (Mrs Cuxton)** – has responsibility for supporting students who may need additional input to access the curriculum, for example due to a special educational need.
- **SENCo (Dr Wallis)** – manages provision for students who have special educational needs (SEND).
- Using **Kooth** – an online wellbeing community







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# THANK YOU FOR ATTENDING

