

Welcome



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Why are we here?

To inform all of the current changes to education and how this will effect your child

To help explain a students day to day PCSA experience

The role of this meeting

To allow you the opportunity to ask questions

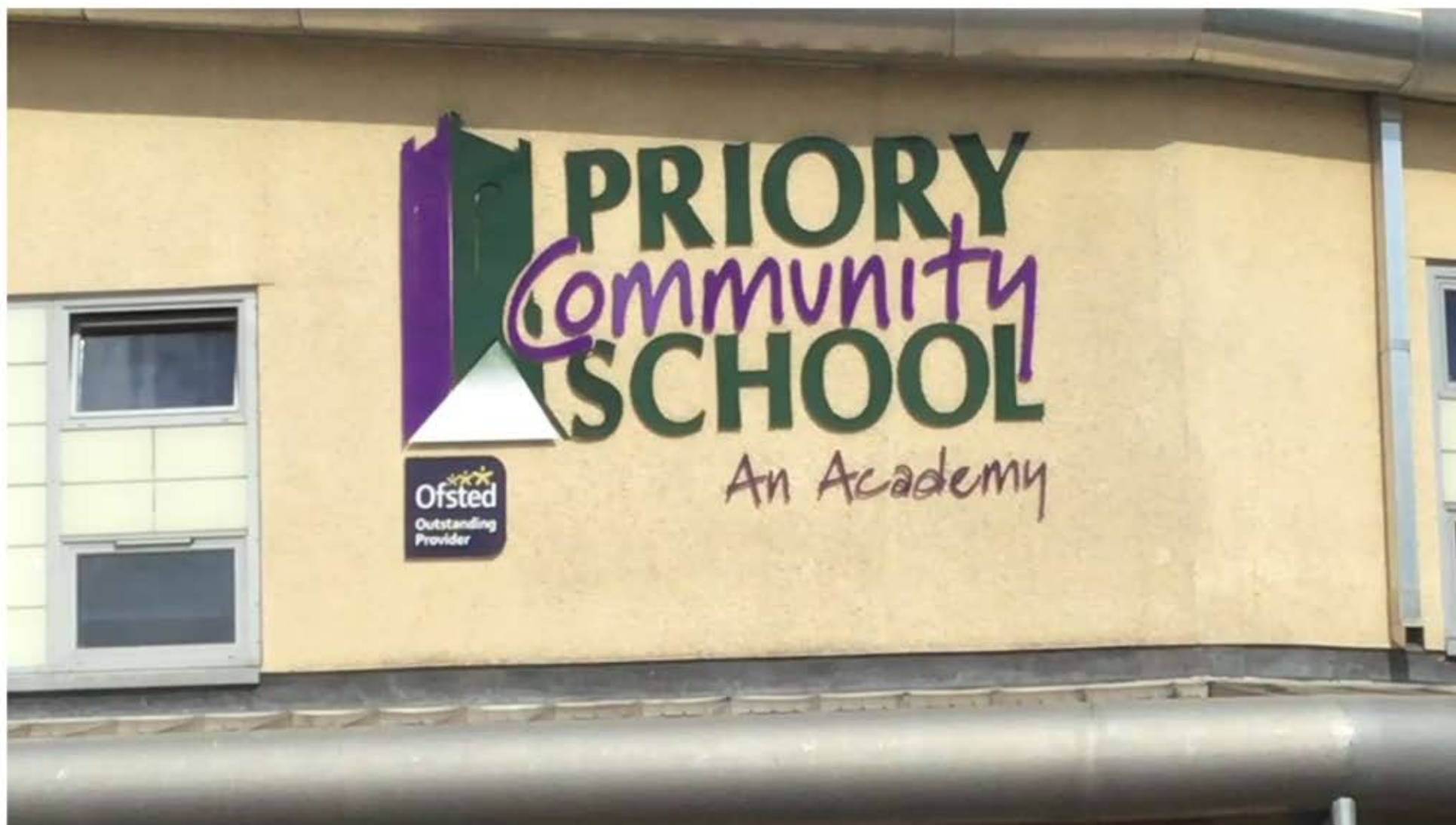
To explain the actions we can do to help achieve best possible outcomes for our children



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A Students' daily experience



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But GCSEs have changed

Grading the New GCSEs in 2017

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NEW GCSE GRADING STRUCTURE																	
9	8	7	6	5	4	3	2	1	U								
											A*		A		B		C
CURRENT GCSE GRADING STRUCTURE																	

But GCSEs have changed

More exams



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Pupils will spend eight hours extra sitting exams under new GCSEs

Will Hazell

24th August 2017 at 00:02

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Exams and assessment GCSE Secondary Student wellbeing Unions

Association of School and College Leaders warns that more numerous exams under new GCSEs will increase pupils' "stress and anxiety"

Reformed [GCSEs](#) will increase stress and anxiety because pupils will be forced to spend a longer period of time sitting more exams, a union has said.

The Association of School and College Leaders said that a pupil taking a typical set of the new GCSEs will spend over eight extra hours sitting exams compared to the old system.

Pupils in England receive their results in the first three reformed GCSE subjects today – English language, English literature and mathematics – which are graded 9 to 1 instead of A* to G. Another 20 subjects will follow suit in 2018, and more in 2019.

ASCL said it was concerned the new, more challenging GCSEs "are already causing [increased stress and anxiety](#), and that this will intensify next year".

The reformed qualifications involve less coursework and more exam papers, with the latter concentrated

Young people taking a typical set of new reformed GCSEs will sit about eight hours more of exams than under the old system, analysis by the Association of School and College Leaders (ASCL) has found.

Coursework sidelined

"Universities should not consider the distinction between an 8 and a 9 worth making until they have evidence that it does indicate something," Mr Lenon writes in an article to be published later this week.

"After all, 95% might get you a grade 8, 96-to-100% a grade 9. Does the grade 9 student have greater intellectual ability and academic potential or are they simply better at writing fast, or better at checking for silly errors?"

"Only time, and analysis of results, will tell."



The new-style exams, beginning with English and maths, will no longer use coursework or modules, but will be graded on final exams.

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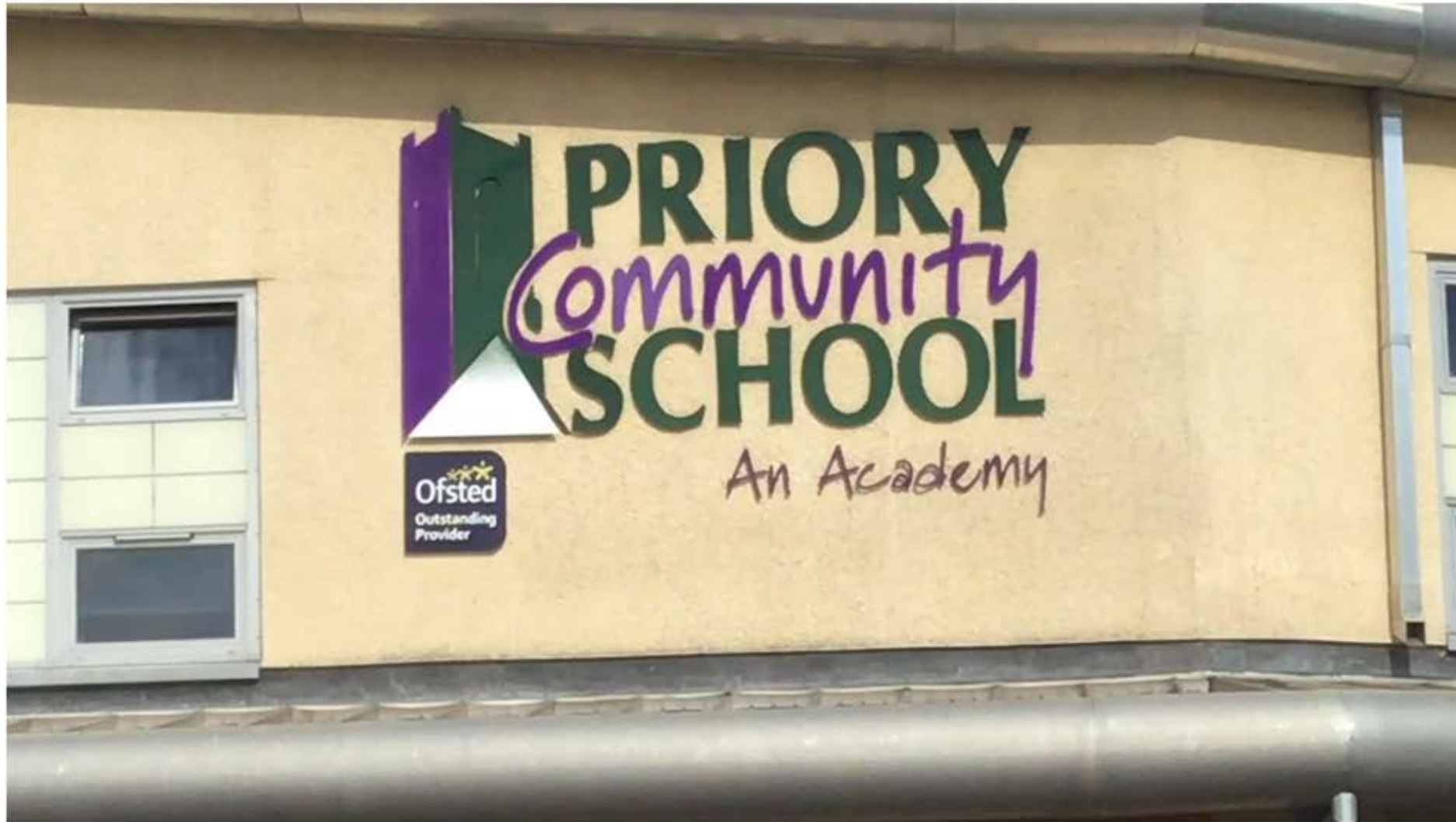
The 9 week curriculum



The 9 week modular curriculum



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The 9 week curriculum



Being Prepared



Week 8 Assessment Planner



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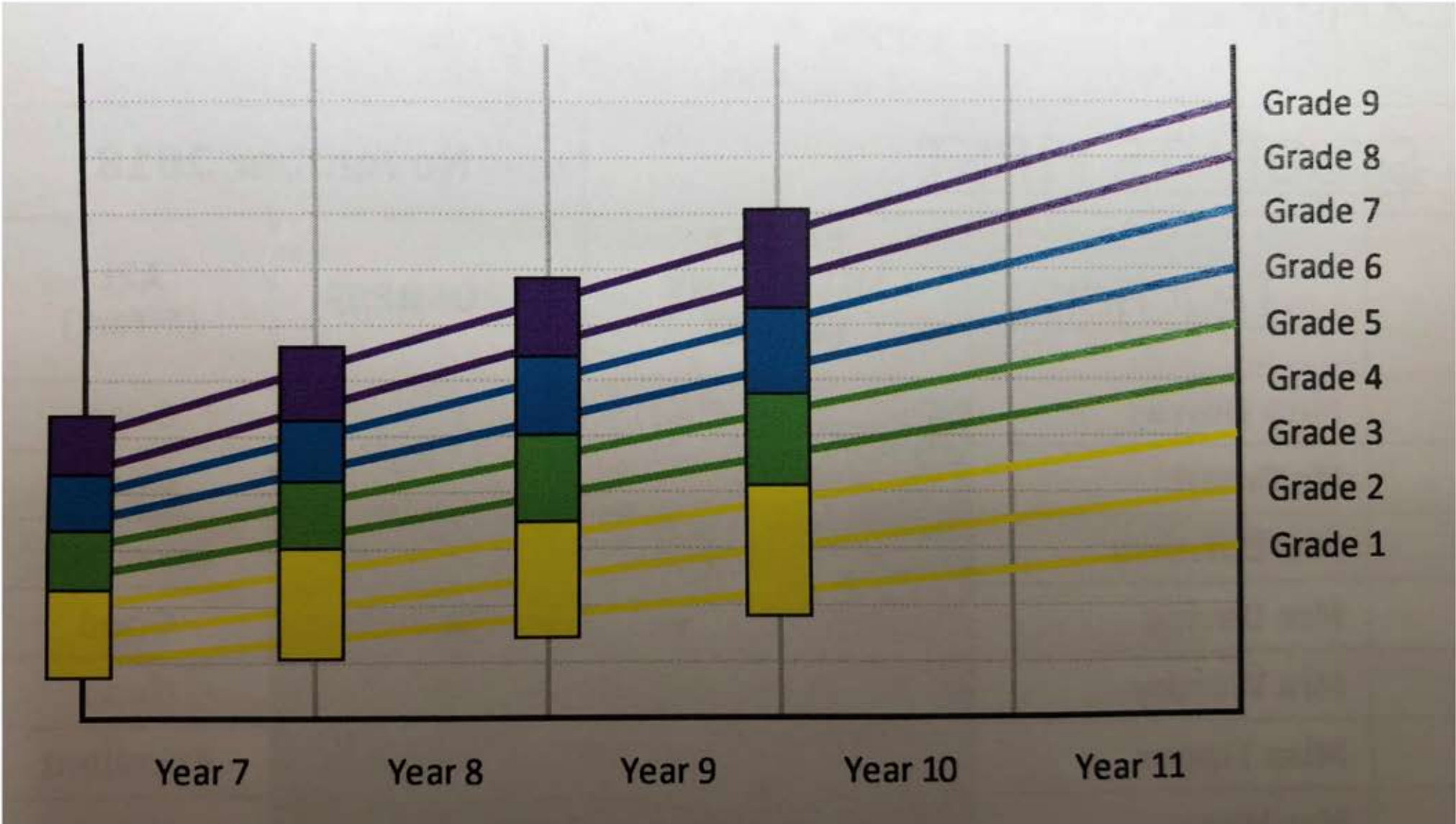
	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Subject-_____	Subject-_____	Subject-_____	Subject-_____	Subject-_____
Period 2	Subject-_____	Subject-_____	Subject-_____	Subject-_____	Subject-_____
Period 3	Subject-_____	Subject-_____	Subject-_____	Subject-_____	Subject-_____
Period 4	Subject-_____	Subject-_____	Subject-_____	Subject-_____	Subject-_____
Period 5	Subject-_____	Subject-_____	Subject-_____	Subject-_____	Subject-_____



How do you know how your child is doing?



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How do you know how your child is doing?



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- ✓ Simple format
- ✓ Parents will know if their son/daughter on track, below track or above track to achieve their milestone at the end of the year
- ✓ More information can be seen on the milestone criteria sheets in books

STUDENTS FIRST		November 2018		February 2019		May 2019		July 2019		
Subject	Teacher	END Y7 MILESTONE TARGET	PROGRESS	A2L (Effort)	PROGRESS	A2L (Effort)	PROGRESS	A2L (Effort)	PROGRESS	A2L (Effort)
Art	Miss Howes	BLUE LOWER	On track	Good	On track	Good	On track	Good	On track	Good
Citizenship	Mr Green	BLUE LOWER	On track	Good	On track	Good	On track	Excellent	On track	Good
DT	Mrs Burrows	BLUE LOWER	On track	Excellent	On track	Good	On track	Good	On track	Good
Drama	Mrs Davies	BLUE LOWER	On track	Good	On track	Excellent	On track	Good	On track	Excellent
English	Mrs Worthy	BLUE LOWER	Above track	Good	On track	Good	On track	Good	Above track	Good
Humanities	Miss Tipper	BLUE LOWER	On track	Excellent	Below track	NI	Below track	NI	On track	Good
Languages	Mrs Venn	BLUE LOWER	Above track	Good	Above track	Good	Above track	Good	Above track	Good
IT	Mr Wagland	GREEN UPPER	On track	Good	On track	Good	On track	Good	On track	Good
Maths	Mr Thomas	GREEN UPPER	Below track	Poor	Below track	NI	On Track	Good	On Track	Excellent
Music	Mrs McLorninan	BLUE LOWER	Below track	NI	Below track	NI	Below track	NI	Below track	NI
PE	Mr Dangerfield	BLUE LOWER	On track	Good	On track	Good	On track	Good	On track	Good
Science	Miss Vellenoweth	GREEN UPPER	On track	Good	On track	Excellent	On track	Excellent	On track	Excellent

If you wish to discuss the progress made by your child in any subject, please contact their class teacher – named above on the report.
Any general concerns should be addressed to their tutor or Head of Year – Miss Dodson.

ATTENDANCE 4 th September 2018 – 16 th June 2019: 98.2%	The attendance target is 97% ATTENDANCE = SUCCESS
ACHIEVEMENT POINTS: 143	BEHAVIOUR POINTS: 7



How do you know how your child is doing?



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Student Name: _____ Minimum expectation for end of Year: _____

Year 7 Milestone Criteria

English – Reading Assessment

	Date	Comment/WWW/EBI
A	Use a range of thoughtful inferences to construct a coherent interpretation of a text	
	Selects a range of relevant textual detail	
	Analyses the effects of the writer's choices of language, making sophisticated use of subject terminology	
	Analyses the effects of the writer's structural choices	
	Make clear links and comparisons between and within texts	
B	Use understanding of contexts to inform responses to texts	
	Makes valid inferences supported by specific examples	
	Selects appropriate textual details	
	Analyses the effects of the writer's choices of language, using some subject terminology	
	Describes the effects of the writer's structural choices	
C	Begin to develop links between and within texts	
	Link relevant contextual information to specific moments in the text	
	Understand the meaning of a text, making basic inferences and explain how they know this	
	Select examples from the text to justify inferences	
	Explain how language choices contribute to the impact on the reader, using subject terminology	
D	Describe how authors use structure, considering the impact on the reader	
	Make comparisons within and between texts	
	Link contextual information to the to the text	
	Summarise the main ideas in a text with some inferences made	
	Refer to specific moments in the text in response to a question	
E	Describe how authors use language, considering the impact on the reader	
	Identify some structural features, including sentence forms and paragraph lengths	
	Make simple comparisons within and across texts	
Describe the context of a text		

Criteria will be highlighted and dated once evidence is shown that it is being achieved consistently

Effort Grade Tracking

PS1	PS2	PS3	PS4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Where can my child receive additional support?

- Their tutor
- Student Services
- School Counsellor
- The Red Coats
- SEND team
- Bespoke programs





Safeguarding@pcsa.org.uk



Being ready to learn – Prepared for success

Expectations

- At least two blue or black pens
- A pencil
- A purple pens
- Ruler
- Pencil case
- Rubber
- Sharpener



Pride in learning = Above expectation performance



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1 3 9 1 6
WALT: round

Number nearest 100 nearest 1000

3 7 6 4 2	3 7 6 4 0 ✓	You have too many columns here. CL OK
2 8 5 0 7	2 8 5 0 0 ✓	
3 3 5 9 1	3 3 5 9 0 ✓	
4 2 1 0 8	5 3 9 0 0 ✓	This one was very hard! ☹️
6 4 3 2 4	6 4 3 2 0 ✓	This is correct because you have zeros in the units and tens column and have used the 2 tens to round down. EL OK ☺️
8 8 3 8 9	8 8 3 8 0 ✓	
9 2 5 9 6	9 2 5 9 0 ✓	
4 7 3 2 6	4 7 3 2 0 ✓	
2 8 0 0 1	2 8 0 0 0 ✓	

Use this skill to have another go. EL OK

64,364 64,360
88,389 88,380
92,596 92,590
47,326 47,320
28,001 28,000

yay, I really understand this maths now EC
Thank you ☺️

1 4 0 9 1 6
WALT: subtract
context: formal methods

1) challenge 1 = 2) challenge 2 = 3) challenge 3 =

Th H T U M Th H T U 2 7 8 2 2 - 6 8

5 6 2 7 4 2 7 8 2 2 - 6 8 - 0 5 7 7 4 . 7 7

- 0 8 9 3 - 0 5 4 2 6 . 6 - 2 2 7 7 8 . 9 1 ✓

5 3 8 1 ✓ 2 6 7 0 5 . 5 ✓ 9 = 2 2 6 2 7 6

Q = 6 6 2 7 4 - 8 9 3 = 5 5 3 4 1 ✓ Q = 3 2 1 3 2 1 - 5 4 2 6 6 = 2 6 7 0 5 . 5 ✓ - 5 7 4 3 . 7 7

3 6 2 7 - 7 6 5 = 7 8 6 2 2 2 7 7 8 . 9 1 ✓

Th H T U Great understanding Ellie
7 8 6 1 2 7 EL OK
0 7 6 5 I really really
7 8 6 2

They did the question wrong by crossing out the ~~ones~~ 2 when they they were supposed to cross out the 6 only.
mid 8

And how did they get the answer 2 from 5 - 7?
EL



Pride in learning = Above expectation performance



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Why is this book such a good example?

Title and date clearly written
and underlined with a ruler

Learning objective copied into
book and ticked to indicate level
of understanding

Key words highlighted

No wasted space

25th Sept 20

How is the Rural urban fringe under pressure?

Aims To be able to describe three pressures on the rural urban fringe ✓✓✓

Rural urban fringe: the boundary / edge between the countryside and towns & cities

Visual Pollution → Looks ugly → animals being killed → small
Destruction of wildlife habitats → more land turned over to sewage and landfill
animals losing their homes → people wanted the area improved
visual pollution → Looks Ugly
Increased crime rate

Issues within Rural Urban Fringe

local dislike of new council estate → worried about trouble → animals losing habitats

Assessed by:
Peer Self Teacher

Successes: The last year I had 1 line score for years keep up the good work

Targets: NONE

However, try to high light your key words. See me for high light. See above.

Homework – The power of practice

	Maths	English	Science	Humanities	Languages	Creative	Design	ICT	PE
Year 7	Weekly	Weekly	Weekly	Twice every two weeks	Weekly	1 project for each subject	4 tasks during the cycle	4 tasks during the cycle	
Year 8	Weekly	Weekly	Weekly	Twice every two weeks	Weekly	1 project for each subject	4 tasks during the cycle	4 tasks during the cycle	
Year 9	Weekly	Weekly	Weekly	Once every two weeks per subject	Weekly	Weekly per subject		Once per week	4 tasks during the cycle
Year 10	Weekly	Weekly	Weekly	Once every two weeks per subject	Weekly	Weekly per subject	4 tasks during the cycle	Once per week	
Year 11	Weekly past papers	Weekly 20 minute workouts	Weekly	Weekly per subject	Weekly	Weekly per subject	4 tasks during the cycle	Weekly per subject	



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Homework – The power of practice



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Home Learning:

At PCSA we strive to develop independent learners who are excited about their learning and take ownership over their progress.

We believe that learning is the process of acquiring new knowledge and skills and the ability to apply these in different contexts, therefore home work is an extension of the work developed in lesson time and designed so that parents and carers can be actively involved in their child's learning.

[CLICK HERE FOR MORE](#)

[RESOURCES](#)



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Homework – The power of practice

Cycle 4 Homework

Subject: History

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Yr 7

This cycle you are learning: English Civil War

	Week of cycle
Causes of the Civil War	1
How did the war affect families?	2
Who fought on each side?	2
Who was Oliver Cromwell?	3
Battle of Edgehill	3
Why did Parliament win the English Civil War?	4
Why did the English execute their king?	4
Was the world turned upside down?	5
Was England a better place to live after the English Civil War?	5
Was Cromwell a hero or a villain?	6
Restoration	6
Revision	7

Rationale for homework this term:

- To consolidate in class learning
- To secure your knowledge of key topics
- To practice skills related to your assessment

Expectations

- Complete 3 homework tasks per cycle (or the equivalent time if doing a longer project).
- Complete 1 week of revision based homework per cycle ready for week 5.
- Your homework will be marked by a mix of peer, self and teacher assessment.
- It must be handed in on the due date or you will receive an automatic 30-minute detention.

Task 3: Week 4 - Write a diary from the point of view of a soldier explaining why your side lost the ECW.

Due: Week 5 date: _____

SC: Choose which side of the war your soldier will be from.

Explain what was happening to you throughout the conflict.

Give key events.

Summarise the main reasons why your side was defeated.

Ensure that you are writing in first person.

Dear diary,



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Languages @LGUatPCSA

- Key vocabulary to learn on a weekly basis
5 A DAY
- Extra tasks introduced gradually to encourage spontaneity.
- Avoid online translators (use wordreference.com instead).
- Have positive conversations with your child about the value of languages.
- Encourage them to have a go and to embrace mistakes and challenges.



Maths at PCSA



Year 8

- **Topic assessments**
- **Formal assessment cycle 1 & 4**



Year 9

- **Start the GCSE course**
- **Topic assessments**
- **GCSE style assessments every cycle**

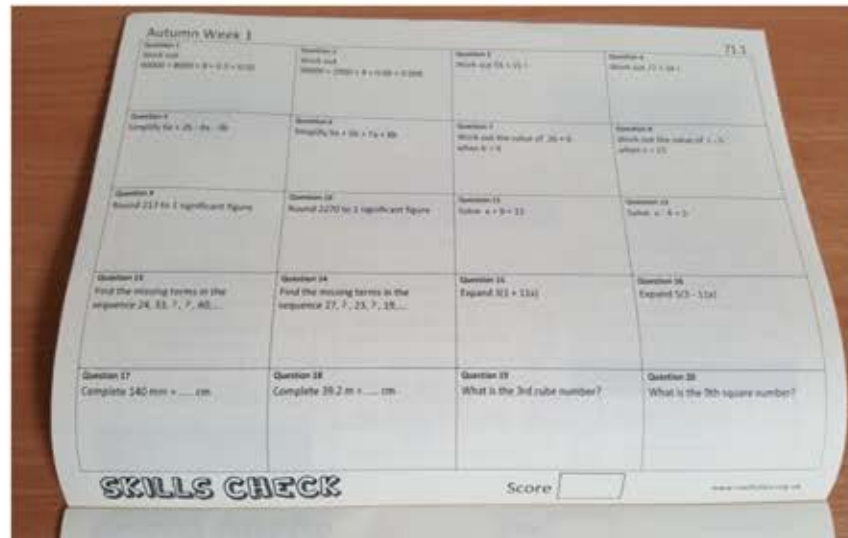


Homework Booklets for maths:

- Expectation weekly homework
- Marked and reviewed in lesson
- Intervention session on Tuesday P6 M4
- 6 weeks of 20 questions
- Hegarty maths clips to help
- 4 revision home works using Hegarty maths
- Homework booklet has revision topics



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How can you help?

- Encourage regular revision
- Ensure homework is being completed
- Familiarise yourself with online resources
- Communicate with maths teacher/Year 8 (Mr Alan Wilson)/Year 9 (Miss Mel Harding)

I  **maths @PCSAMaths**



English in Year 8

Main aims of the year:

- To build on Year 7 and develop the analysis and interpretation skills needed for GCSE
- To expose students to viewpoints, cultures and ideas different from their own
- To foster and develop a life long love of literature

Cycle	What is covered
1: Dystopian Literature	<ul style="list-style-type: none">• Extracts from a variety of classic literature• Creative writing skills
2: Poetry from Other Cultures	<ul style="list-style-type: none">• The cultural importance of poetry around the world• Analytical and comparative writing• How writing reflects the values of the culture it comes from
3: Trash	<ul style="list-style-type: none">• How to study a novel• Analytical writing and use of quotations• Links between context and text
4: Much Ado About Nothing	<ul style="list-style-type: none">• Analysing Shakespeare's language• Historical context of love and marriage (important for Romeo and Juliet)• The nature of Comedy and Tragedy



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English in Year 9

Main aims of the year:

- To give an introduction to the key skills in GCSE English
- To foster and develop a life long love of literature

Cycle	What is covered
1: Descriptive Writing	<ul style="list-style-type: none">• Creative writing skills• Writing as a reader and reading as a writer• Extracts from a variety of writing
2: Macbeth	<ul style="list-style-type: none">• Analysing Shakespeare's language and dramatic techniques• Historical context of honour in a male-dominated society (important for Romeo and Juliet)• GCSE essay writing
3: Poetry	<ul style="list-style-type: none">• How to study poetry at a GCSE level• Analytical and comparative writing• First key poems for GCSE exam
4: Of Mice and Men	<ul style="list-style-type: none">• How to study a novel at GCSE level• Analytical essay writing about a whole text• The effect of whole text structure



Keep Them Reading!

Years 8 and 9 are the 'danger years' for reading, the key is to keep them at it and engaged with it.

We help in lots of ways:

- A well stocked, varied library and expert librarians who can recommend a book to anyone
- Weekly reading lessons (Y8)
- A reading passport program to monitor and encourage reading at home (Y8)
- Accelerated Reader quizzes -the more you read, the more prizes you get (Y8)
- Weekly silent reading in tutor time

What you can do:

- Buy them books/take them to the library
- Be seen reading yourself -make time to do it as a family
- Recommend them books you liked at their age and read them at the same time
- Have regular 'no phone' or 'no technology' times
- Remove phones from bedrooms and encourage reading for half an hour before sleeping



Thank you for listening



Assistant Principal – Ian Shopland

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Head of LGU - Christelle Parsons

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