

“Don’t ever make decisions based on fear.
Make decisions based on hope and possibility.
Make decisions based on what should happen, not what shouldn’t.”

Michelle Obama



Everything that you're told and given through the expectations process is very relevant.

However, it's what you do with it that counts.

Resilience, aspiration, success are at the heart of everything we do.

The importance of Year 10 in the current climate.



What information will come home?

- ATL Scores at the end of every half term
- Progress reports in the spring and summer
 - Year 10 exams at the beginning of June
- Exams are linear – any revision at this stage gives you control



What are the exams like?

There is more to learn

This is mostly tested in exams

These are right at the end of the course



9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G

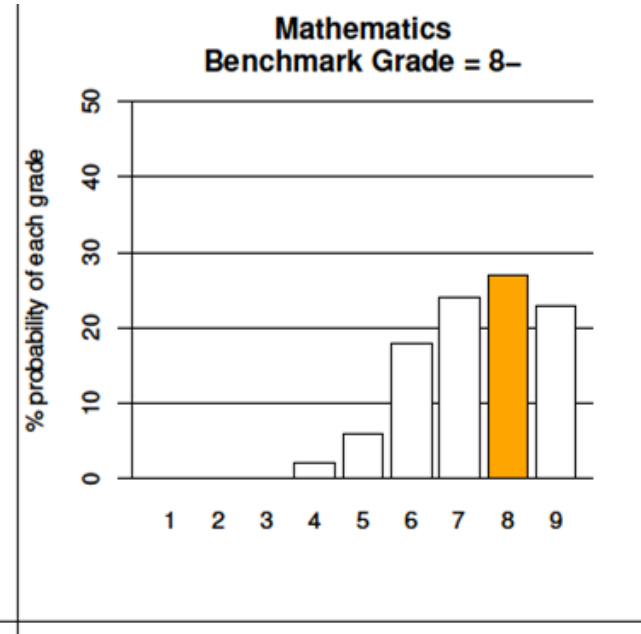
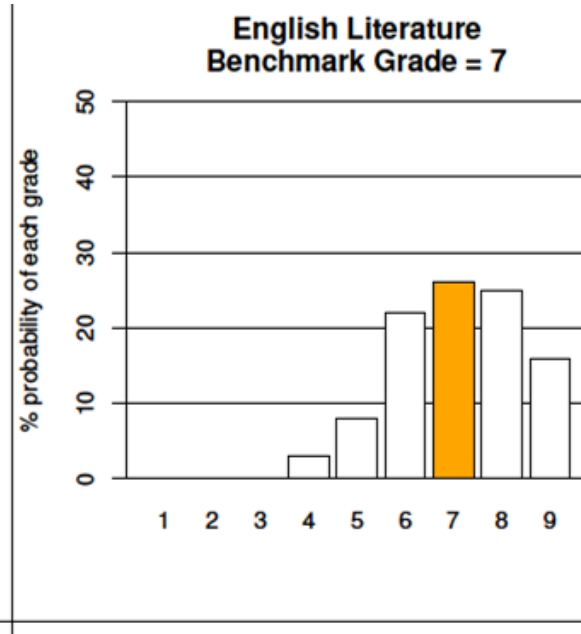
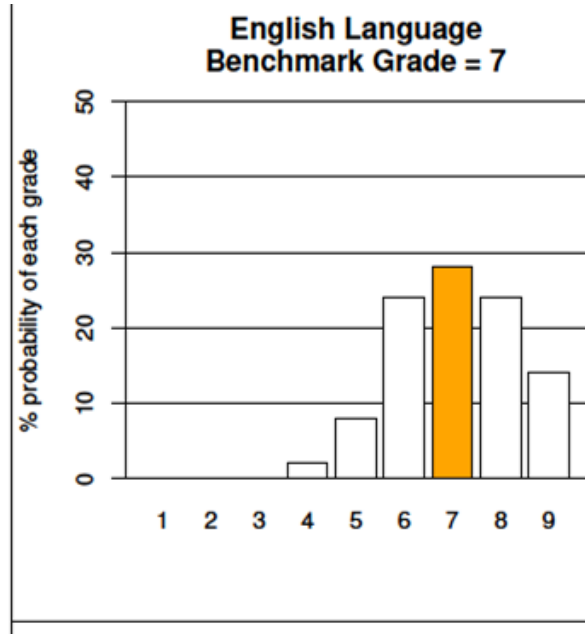
“The Department for Education recognises grade 4 and above as a ‘standard pass’ in all subjects. A grade 4 or above marks a similar achievement to the old grade C or above. It is a credible achievement for a young person that should be valued as a passport to future study and employment.

A grade 4 is the minimum level that students need to reach in English and/or maths, otherwise they need to continue to study these subjects as part of their post-16 education.”

Department for Education



'students like you...'



Attitude to Learning Grades

Grade	Description of behaviours
1 Excellent	<ul style="list-style-type: none">• The pupil is always engaged, shows consistent effort and demonstrates a high standard of class work.• The pupil always actively contributes in class both orally and in their written work.• The pupil always shows resilience in the face of challenge and will take unprompted steps to problem solve.• The pupil always responds positively to feedback by improving their work/future work.• The pupil meets all deadlines and always completes homework to the highest standard.
2 Good	<ul style="list-style-type: none">• The pupil regularly engages, shows good effort and demonstrates a good standard of class work.• The pupil regularly contributes in class both orally and in their written work.• The pupil is usually resilient in the face of challenge and sometimes takes unprompted steps to problem solve.• The pupil usually responds positively to feedback by improving their work/future work.• The pupil usually meets deadlines and completes homework to a good standard.
3 Requires Improvement	<ul style="list-style-type: none">• The pupil sometimes engages, shows some effort but may produce class work that is less than their best.• The pupil rarely contributes in class neither orally nor in their written work.• The pupil is rarely resilient in the face of challenge and requires teacher intervention to problem solve.• The pupil rarely improves their work by responding to feedback.• The pupil rarely meets deadlines and homework requires improvement.
4 Unsatisfactory	<ul style="list-style-type: none">• The pupil is frequently disengaged. Very little effort is evident and class work is unacceptable.• The pupil's contributions in class are limited.• The pupil shows little resilience in the face of challenge and does not attempt to problem solve.• The pupil does not improve their work by responding to feedback.• The pupil frequently misses deadlines and homework is incomplete or sub-standard.



Access to Revision guides is simple.

Next week you receive an information pack and starter revision materials.

Access to Google Classrooms

c.smith@yorkhigh.southbank.academy

Claire Smith

A few words of experience to finish...

“I would like to tell students that it’s important to revise because the more prepared you feel the less stressful the exams are. I would recommend getting into a good routine for revising early on so that they’re not struggling to do enough revision when exams are approaching.”



A few words of experience to finish...

“If I did my GCSEs again I would make sure that I focused on my weaker subjects and topics. I tended to revise certain subjects more because I preferred them but I would make sure that I was spending more time on the subjects that I wasn’t as strong on.”



A few words of experience to finish...

“I would tell year students to start revising early and to treat mocks like real exams. This helped me feel more prepared and less stressed during the actual exams. 3 to 5 club allowed me to set a good revision routine and get help when I needed it. I was given plenty of help to allow me to achieve my best.”

