



Supporting Your Young Person through KS4

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|--|---|--|---|
|  <p>STAFF EXPECTATIONS</p> <ul style="list-style-type: none"> To maintain high expectations for both students and staff. To uphold the school's values and rules at all times. To act impartially and fairly. To greet students with a 'Do It Now Activity'. To provide Ad Astra opportunities in lessons. To provide feedback that provides guidance to make further progress. Set and acknowledge homework to support progress or wider understanding of the topic area. To report concerns immediately. |  <p>STUDENT EXPECTATIONS</p> <ul style="list-style-type: none"> To arrive ready to work hard. To complete all the classroom work you have planned. To engage, get involved, ask questions and to challenge the marksman. To complete their homework. To meet their target loads and to know what they need to do to do that. To be able to work independently, as well as in a group. |  <p>PARENT/CARER EXPECTATIONS</p> <ul style="list-style-type: none"> To promote and support the school's values and rules. Ensure students are adequately equipped for school. Ensure students arrive on time and in correct uniform. Provide opportunities and spaces for students to work independently. To engage appropriately with teachers over the phone, email or at Parents Evenings. To respond to questionnaires and surveys about the school. To report concerns to the school and avoid using grievance or social media. |  <p>DURING LESSONS</p> <ul style="list-style-type: none"> Get on with the 'Do It Now' task as soon as you sit down. Sit in the seat you are assigned to – this is not a discussion or negotiation. If you have a problem with where you have been set see the teacher at the end of the class. Put your hand up to ask questions. Get involved in class discussions. Have all of your equipment. Complete all the work you are set to the best of your ability. |
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|  <p>IN THE COMMUNITY</p> <ul style="list-style-type: none"> Walk on the left, hold doors open for people. Be polite, say please and thank you. Be calm, don't run indoors. Think about what and how you say things – no bad language, keep voices low. No touching, pushing, any behavior that might hurt someone. Be kind. Listen. Do not eat and drink in corridors or classrooms. Food should only be eaten in The Observatory or outside. Be ambassadors for the school in the local community and online. Do not engage in anti-social behavior both in public and online. |  <p>OUR UNIFORM</p> <ul style="list-style-type: none"> Blazers are worn at all times. Leather shoes are worn. Skirts are not rolled up at all. Shirts are tucked in. Largely must be worn at all times. Coats between September and end March: it is preferable that they are in lockers, however may be worn in The Observatory. Coats if worn must remain whilst waiting to enter the classroom or before entering the classroom. Coats after March 2024 should be in lockers and must not be worn in the school buildings. |  <p>MOBILE PHONES</p> <ul style="list-style-type: none"> Mobile communication devices are not to be used during the school day, in corridors or between lessons. Students may use their mobile communication device at break or lunch, before or after school in The Observatory or outside. Headphones / earphones may not be worn unless for medical reasons (this will be issued to keep in lockers where this is the case) other than in The Observatory and / or outside. Students must not walk around with headphones in / on, nor should they wear them in the hall, gym or in lessons unless directed to do so as part of the lesson. A teacher may wish you to use their device in your lesson, this will be supervised and to support your learning. Photos/videos are not allowed to be taken of yourself or each other or of staff at any time. |
|---|--|---|

WHY?

To create a calm and purposeful environment.

Clear rules and boundaries are pivotal to the development of young people.

Provide a certainty to young people and avoid chaos.

Rules and values are not always directly linked to learning but play a huge part in setting the emotional climate and bedrock for learning.

OUR PARENTS AND CARERS WILL



- Demonstrate respect for our school and community at all times by following The Carrington Way
- Promote and support the school's values and rules
- Support students' aspirations and future goals
- Ensure students are adequately equipped for school
- Ensure students arrive on time and in correct uniform
- Provide opportunities and spaces for students to work independently and innovatively outside of school
- Engage respectfully with teachers over the phone, email or at Parents Evenings
- Respond to questionnaires and surveys about the school
- Respectfully report concerns to the school and avoid airing grievances on social media

T&L Strategy Aims

To have a clear learning journey

For routines to be consistent and effective across all classrooms

To hook the students in and make them curious and excited about their learning

To develop students who can work independently and who are resilient

To empower students to know where they are at and what they need to do to move on

To ensure progress is made across time, for each and every individual



Our strategy aims to ensure that no learning time is wasted.

Students have an activity to complete as soon as they arrive, a range of activities during, including extension activities

Homework is set weekly on Arbor and is embedded into the curriculum



Fulfil 4

1. Do It Now:

You will be met at the door and greeted by your teacher.
Enter and sit down, put your bag on the floor and coat on your chair – get your equipment out ready to learn.
There will be an activity ready for you to start.

2. The Big Picture / Aim:

You will know your learning journey and what you are working towards over the next lesson / series of lessons.
You will know what skills and knowledge you will need for this area of study and how you are going to achieve them.



3. Getting involved:

We want everyone to enjoy learning and actively involved.
You be told what activities you will be undertaking each lesson / series of lessons.
How do you learn best? Are you working to the best of your ability 'Every Lesson, Every Day'?

4. Reflect & Improve:

You will be expected to regularly review your work.
Have you read it through, checked your spellings, made sure it is answering the questions?
Have you presented your work to a high quality?
Have you responded to teacher feedback?

The Astra Challenge

In each lesson there will be a selection of challenges for you to engage with. Once you have 'Fulfilled 4' you will be challenged to 'Ad Astra'.

For example:

- STAR1: Can you write a quiz to support the recall of the information you have learnt today?
- STAR2: Can you develop a greater understanding of two key words in this work?
- STAR3: Can you answer the exam questions?

How can you support your young person

- Understand level of course
- What exam boards are they studying? Visit our [Revision Guidance page](#) to find out
- Know college requirements
- Be aware of workload
- Be aware of a variety of revision / work strategies
- Ensure good school attendance (95%+)



Types of Qualification

Level 3 courses are A levels and equivalent

Level 2 courses are equivalent to GCSEs

Taking level 3 courses in year 12 means 2 years at college (not 3)

Taking level 3 courses enables progression to university

Taking level 3 courses increases your potential career earnings



Types of Level 3 Course

AS and A2 level – academic, theory based

- Give access to university courses (honours degree)
- A and AS levels – routes into higher education but also useful for going straight into work

Vocational – learning by doing

- Give access to university courses (foundation degree)
- Get the skills needed to start a job
- Progress in your career
- Go on to further learning



Most students go to **Reigate** or **East Surrey** Colleges

Other post-16 providers may have different courses or entry requirements

Post-16 Providers

St Bede's

Royal Alexandra & Albert

Oxted School

Nescot (Ewell)

Croydon College

Collyer's (Horsham)

Brit School (Selhurst)

ACM (Guildford)

Merrist Wood (Guildford)

Thomas Bennett Community College (Crawley)



East Surrey College



EAST
SURREY
COLLEGE

ORBITAL SOUTH COLLEGES

FINDING THE RIGHT COURSE

Unlock your potential on a course you love!

| YOUR CURRENT QUALIFICATIONS/GRADES | JOIN AT LEVEL | TYPES OF COURSES YOU CAN PROGRESS ONTO |
|---|---------------|--|
| BTEC National/ Extended Diploma NVQ Level 3/4 Access to HE Course T Level A Level | 5 | Foundation Degree Degree Diploma of Higher Education Degree Apprenticeship Professional Qualification |
| BTEC National/ Extended Diploma NVQ Level 3 T Level Access to HE Course A Level | 4 | Certificate of Higher Education Higher National Diploma/Certificate Higher Apprenticeship Professional Qualification Level 4 Diploma |
| 4 or 5 GCSEs Grade 9-4 (A*-C) NVQ Level 2 BTEC Level 2 Extended Certificate Intermediate Apprenticeship | 3 | A Level T Level Access to HE Course BTEC Extended Diploma BTEC Level 3 Award/ Certificate/Diploma Advanced Apprenticeship |
| 4 GCSEs Grade 9-3 (A*-D) Functional Skills Foundation Level (Merit) NVQ Level 1 BTEC Level 1 Diploma (Merit) | 2 | BTEC Level 2 Diploma BTEC Level 2 Extended Certificate Intermediate Apprenticeship GCSE English and Maths |
| GCSEs Grade 2 (E)/ Functional Skills Employability/ Work Skills Programme Progression Award Basic Skills Entry Level 3 | 1 | Foundation Level Course BTEC Level 1 Award/ Certificate/Diploma Level 1 Diploma Functional Skills English, Maths and IT |
| No or few formal qualifications, or if you are looking to improve your basic skills | ENTRY LEVEL | Functional Skills English & Maths Progression Award Skills for Working Life Programme Vocational Studies Life Skills Programme |



Reigate College

| GCSE Grade Profile | Recommended Study Programme |
|----------------------|---|
| Mostly Grades 9 to 7 | Three A Levels (or equivalent) in the first year, with the possibility of taking an additional fourth A Level over two years. Aspire Programme (including EPQ) |
| Mostly Grades 7 to 6 | Three A Levels (or equivalent) over two years. Aspire Programme (including EPQ) |
| Mostly Grades 6 to 5 | Three subjects including at least one or two A Level equivalent courses |
| Mostly Grades 5 to 4 | Three subjects including two or three A Level equivalent courses |
| Mostly Grades 3 | Intermediate Level 2 Programme (see left) |

reigate·college

sixth form education at its best

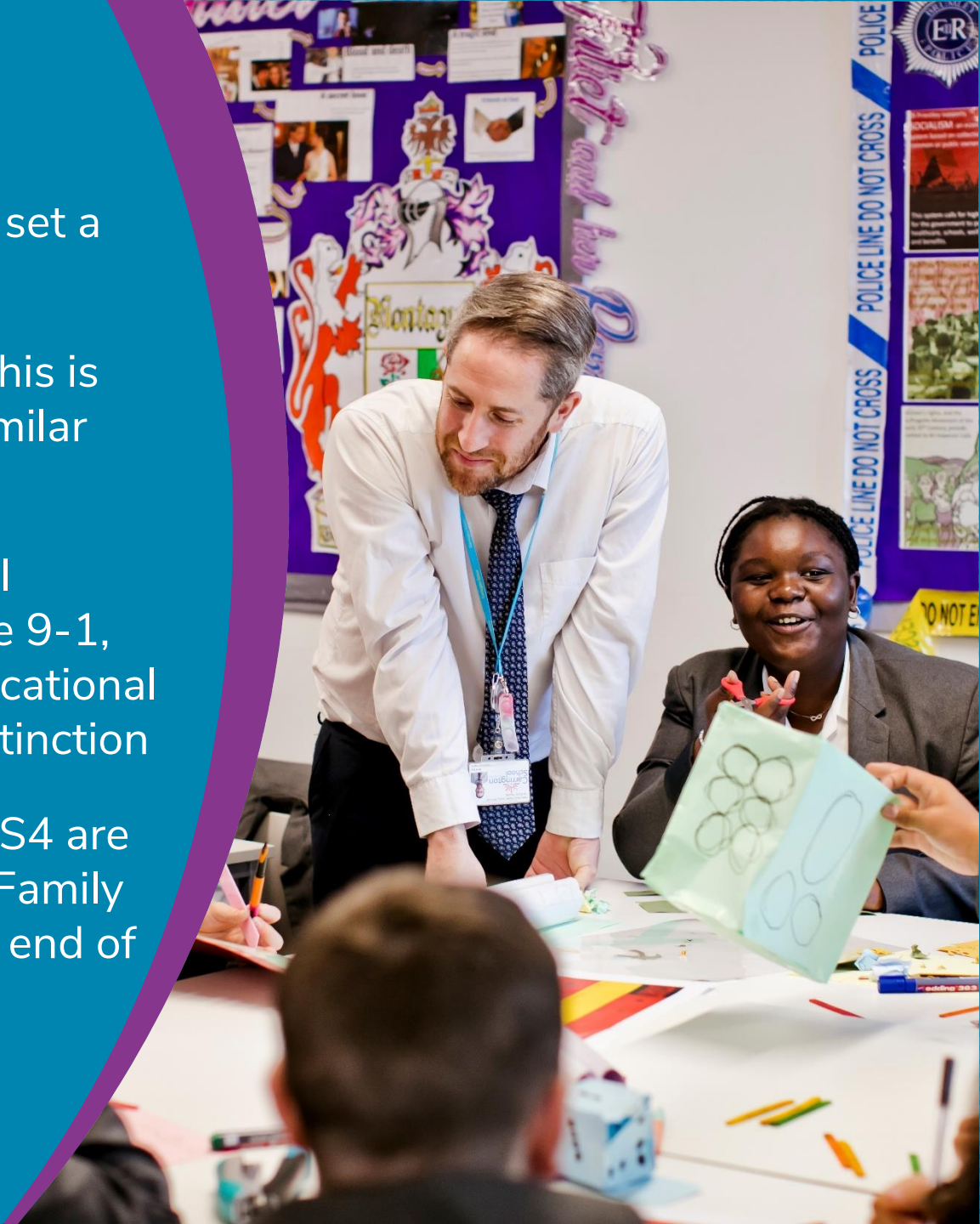
What it means for Students

- Offers made for the number of 4+ grades but courses allocated dependent on numbers of 6+ and GCSE average grades
- Students cannot concentrate only on post 16 options
- One subject can make the difference
- Available post 16 options will affect potential career choices
- Some A-level courses require grade 6+ in specific GCSE subjects
- Check college prospectuses which can be downloaded from their website



KS4 Assessment

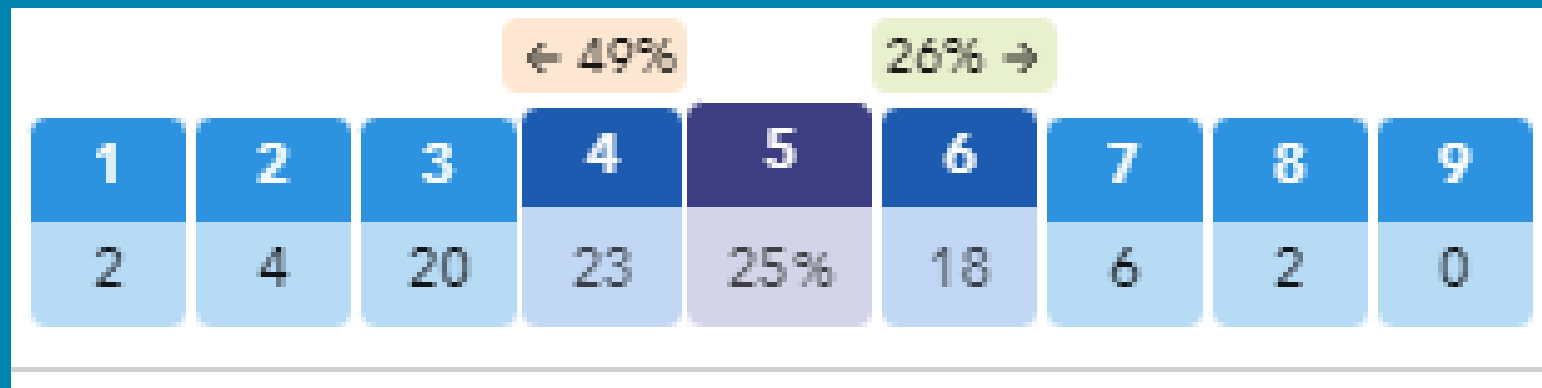
- In Summer of Year 10 and through Year 11, students are set a FFT20 Expected Goal
- To ensure appropriate challenge and high expectations, this is the grade that would place students in the top 20% of similar students nationally
- Students are given their FFT20 expected goal as National Curriculum (NC) grades. NC grades for GCSE subjects are 9-1, where 9 indicates the highest standard of attainment. Vocational subjects are graded by level and criteria – pass, merit, distinction
- **Baseline target** – Target grades (or levels) at the end of KS4 are generated from a student's CATs baseline data. Fischer Family Trust use this benchmarking data to estimate a student's end of Key Stage 4 grade in each subject



Target Setting

This is not an exact science.....

Students should be encouraged to do the best that they can and strive to achieve as many marks as they can on exam papers



Astra Expected Band



- Astra Expected band for each subject
- Astra Expected Bands set an expectation that every student will make progress in line with the top 20% of similar students nationally
- There are **no limits** to learning
- Students who consistently produce assessed work at a standard above their Astra Expected Band, may have it changed to a higher expectation
- Students assessed as having specific learning needs may have their band changed to a lower expectation

| | |
|----------|--------------|
| A | Accelerating |
| S | Soaring |
| T | Tuning |
| R | Rising |
| A | Acquiring |



Progress

- Progress is based on how students are performing in each subject, compared to an estimated progress trajectory towards their Astra Expected
- **Progress Towards FFT20 target** – this is a teacher assessed statement comparing the student's holistic work to their FFT20 target grade using the terms

| Descriptor | Definition |
|-----------------------|--|
| Working above | If the student continues to work at the same level, they are likely to exceed their current ASTRA Expected Range |
| Working at | If this student continues to work at the same level, they are likely to achieve in line with their ASTRA Expected Range. |
| Working towards | In order to reach their ASTRA Expected Range, this student needs to act upon advice and guidance from their teachers to develop their understanding in key topics. |
| Requires Intervention | This student needs to follow guidance from their teachers to develop their knowledge and understanding in identified areas of the curriculum or they risk not reaching their ASTRA Expected Range. |



Attitude to Learning

- Interim reports contain an attitude to learning statement
- These refer to learning skills, not behaviour
- Aspiration and Innovation make Star Learners.

| Attitude to Learning | |
|----------------------|--|
| Star Learner | <p>As per Motivated Learner but also including:</p> <ul style="list-style-type: none">• Leads learning in the classroom• Works independently both inside and outside of the classroom• Curious and demonstrating a real interest in learning about new ideas and topics.• Seeks own solutions to problems and misunderstandings.• Completes homework to an exceptionally high standard, often researching beyond or completing the Ad Astra Challenge |
| Motivated Learner | <ul style="list-style-type: none">• Active interest in learning and acquiring new skills and knowledge• Learns from own setbacks and demonstrates resilience.• Reviews own progress and acts on feedback to improve work• Seeks help when needed in order to improve their understanding.• Listens carefully to absorb new knowledge and instructions.• Completes homework to a good standard to support and consolidate learning, occasionally completing the Ad Astra challenge |
| Reluctant Learner | <ul style="list-style-type: none">• Can avoid challenging tasks• Requires supervision to attempt tasks• Can be off task and distracted.• Work is often incomplete or not at the level of their Astra Target Band• Does not attempt to act on feedback.• Does not complete homework to support learning |



Information for Colleges

FFT20 goal is the grade to put on the College Application form



| Course | FFT20 Expected Goal | Progress Statement |
|--------------------|---------------------|-----------------------|
| English Language | 4- | Working Towards |
| English Literature | 4 | Working At |
| Maths | 4 | Working Towards |
| Biology | 5- | Requires Intervention |



The progress statement shows how close the student is to achieve that goal.

- **Working at and towards** means that the student is likely to achieve it
- **Working above** means the student is likely to exceed the goal
- **Requires Intervention** means that, currently, the student is at risk of not achieving the goal. Subject teachers will be working with the student to improve their understanding and progress in these subjects



The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. The scale of the impact is evident across all social classes and all ethnic groups.



How Can You Help?

- Home – school link
- Mediator with school
- Provide a suitable working environment
- Provide equipment
- Pay for materials that will help them succeed
- Support study by;
 - Talk about work
 - Check marking and feedback from teachers
 - Test them on work they have done
 - Help them find past exam papers on the internet
 - Help with time management and breaking down tasks
- Arrange activities that are enjoyable and educational
- Agree and monitor revision and homework rules
- Analyse and discuss school reports
- Challenge teachers, school, governors and yourselves if your young person is underperforming

What will we do?

Study skills lessons in tutor time

- Core subjects
- Revision techniques, time management and well being

Targeted Intervention

- In class
- Invited to after school sessions to address a specific gap or complete coursework/PSA



Achieving Success

Pupils who do well:

Are self motivated
Develop resilience

Are organised

Are independent workers

Plan their time over a long period

Understand the exam requirements

Plan and carry out revision

Perfect exam technique



Useful Websites

www.gcsepod.com A full set of revision audiopods with question banks
([GCSEPod Student Site Tour – YouTube](#))

www.aqa.org.uk

[Pearson qualifications | Edexcel, BTEC, LCCI and EDI | Pearson qualifications](#)

<http://www.bbc.co.uk/schools/gcsebitesize/>

www.getrevising.co.uk

[Revision Guidance - Carrington School](#)

www.Tassomai.com (English maths and science)

[Sparx Maths - Home](#)

<https://app.senecalearning.com/>



Ski Week

Skills and Knowledge Indicators

Timetables on Arbor

Mix of mock exams and classroom based

Exam preparation time



Active Revision

- Mind maps or knowledge organisers on large paper
- Display pictures and posters around the house
- Make and use revision cards
- Work through revision guides and workbooks
- Try past paper questions and then mark and correct
- Record revision and play it another time
- Highlighting (some individual subjects have individual highlighting tips)
- Listen to podcasts – GCSE Pod
- Use apps and video clips
- Read then test yourself
- Verbalise what you have learnt
- Ask someone to quiz you



| Exam Date | Subject | Title | Exam Time | Exam Duration |
|------------|---------------------|---|-----------|---------------|
| 01/05/2025 | Digital Info Tech | Effective Digital Working Practices | PM | 1h 30m |
| 08/05/2025 | Sport | Developing Fitness to Improve <u>Other</u> Participants Performance | AM | 1h 30m |
| 08/05/2025 | Psychology | Studies and applications in psychology 1 - Written Paper | AM | 1h 30m |
| 09/05/2025 | Business | Paper 1: Investigating Small Business | PM | 1h 45m |
| 12/05/2025 | Computer Science | Paper 1: Principles of Computer Science | PM | 1h 30m |
| 12/05/2025 | English Literature | English Literature Paper 1 | AM | 1h 45m |
| 13/05/2025 | Religious Studies B | Paper 1: Area of Study 1 – Religion and Ethics | AM | 1h 45m |
| 13/05/2025 | Biology | Paper 1 | PM | 1h 45m |
| 13/05/2025 | Combined Science | Paper 1: Biology 1 | PM | 1h 10m |
| 14/05/2025 | Geography B | Paper 1: Global Geographical Issues | AM | 1h 30m |
| 14/05/2025 | Media Studies | Television and promoting media - Written Paper | PM | 1h 45m |
| 14/05/2025 | Economics | Introduction to Economics - Written Paper | PM | 1h 30m |
| 15/05/2025 | Mathematics | Paper 1 (non – calculator) | AM | 1h 30m |
| 15/05/2025 | Psychology | Studies and applications in psychology 2 - Written Paper | PM | 1h 30m |
| 16/05/2025 | History | Paper 1: Thematic study and historic environment | AM | 1h 20m |
| 16/05/2025 | Business | Paper 2: Building a Business | PM | 1h 45m |
| 19/05/2025 | Chemistry | Paper 1 | AM | 1h 45m |
| 19/05/2025 | Combined Science | Paper 2: Chemistry 1 | AM | 1h 10m |
| 20/05/2025 | English Literature | Paper 2 | AM | 2h 15m |
| 20/05/2025 | Computer Science | Paper 2: Application of Computational Thinking (Onscreen) | PM | 2h 00m |
| 21/05/2025 | Religious Studies B | Paper 2: Area of Study 2 – Religion, Peace and Conflict | PM | 1h 45m |
| 22/05/2025 | Physics | Paper 1 | AM | 1h 45m |
| 22/05/2025 | Combined Science | Paper 3: Physics 1 | AM | 1h 10m |
| 22/05/2025 | Media Studies | Music and news - Written Paper | PM | 1h 15m |
| 22/05/2025 | Economics | National and International Economics - Written Paper | PM | 1h 30m |
| 22/05/2025 | Engineering | Engineering Unit 3 Solving Engineering Problems | PM | 1h 30m |
| 23/05/2025 | English Language | English Language Paper 1 | AM | 1h 45m |

HALF TERM



| Exam Date | Subject | Title | Exam Time | Duration |
|---|------------------------------|---|-----------|-------------------|
| 04/06/2025 | Mathematics | Paper 2 (Calculator) | AM | 1h 30m |
| 05/06/2025 | History | Paper 2: Period study & British depth study | AM | 1h 50m |
| 06/06/2025 | Geography B | Paper 2: UK Geographical Issues | PM | 1h 30m |
| 06/06/2025 | English Language | English Language Paper 2 | AM | 1h 45m |
| 09/06/2025 | Biology | Paper 2 | AM | 1h 45m |
| 09/06/2025 | Combined Science | Paper 4: Biology 2 | AM | 1h 10m |
| 10/06/2025 | Spanish | Listening paper 1 | AM | 35m (F) 45m (H) |
| 10/06/2025 | Spanish | Reading paper 3 | AM | 45m (F) 1h (H) |
| 10/06/2025 | History | Paper 3: Modern depth study | PM | 1h 30m |
| 11/06/2025 | Mathematics | Paper 3 (Calculator) Foundation Tier | AM | 1h 30m |
| 11/06/2025 | CONTINGENCY AFTERNOON | | | |
| 12/06/2025 | Geography B | Paper 3: People and Environment Issues – Making Geographical Decisions | AM | 1h 30m |
| 12/06/2025 | Hospitality and Catering | Hospitality and Catering Unit 1 The Hospitality and Catering Industry (on-screen) | PM | 1h 20m |
| 13/06/2025 | Chemistry | Paper 2 | AM | 1h 45m |
| 13/06/2025 | Combined Science | Paper 5: Chemistry 2 | AM | 1h 10m |
| 16/06/2025 | Physics | Paper 2 | AM | 1h 45m |
| 16/06/2025 | Combined Science | Paper 6: Physics 2 | AM | 1h 10m |
| 17/06/2025 | Spanish | Spanish Paper 4 | AM | 1h (F) 1h 15m (H) |
| 18/06/2025 | Design and Technology | Design & Technology | AM | 2h |
| CONTINGENCY DAY: WEDNESDAY 25TH JUNE. <i>ALL CANDIDATES MUST BE AVAILABLE UP TO AND INCLUDING THIS DAY.</i> | | | | |

Our Expectations after Half Term

High levels of attendance

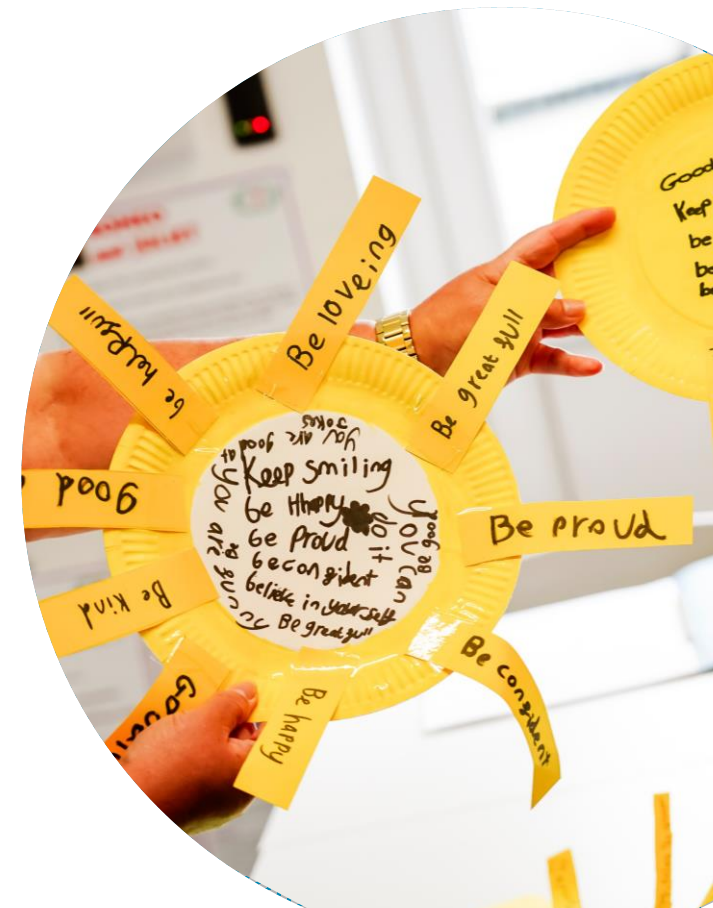
Correct school uniform- The Carrington Way.

Positive engagement with PD and Mentoring sessions

Positive 'can do' attitude towards schoolwork

Attendance to support classes

Talk to us if you have concerns



Personalised questions can be directed
to the year leaders below

Year 11

Mr Wren - dwren@carringtonschool.org

Year 10

Mrs Lockhart - flockhart@carringtonschool.org

Miss Oakey - soakey@carringtonschool.org

Key Stage 4 generally

Mrs Williams - cwilliams@carringtonschool.org

Mr Lockhart - mlockhart@carringtonschool.org

Thank you for listening

Any questions?

