



REALISING POTENTIAL | CREATING THE FUTURE

**FULFORD**SCHOOL

# Welcome to the Year 10 Parents' Information Evening

Monday 26 September 2022

**HONESTY, EMPATHY, AMBITION, RESPECT, TOLERANCE**



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# Staff Contributing This Evening

- Mr Rosie Associate Headteacher
- Mrs Baroni Assistant Head: Progress, Assessment and Examinations
- Mr Gatenby Head of Year 10
- Mr Carson Progress Leader for Key Stage 4

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## HONESTY, EMPATHY, AMBITION, RESPECT, TOLERANCE



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# SUCCESS



WHAT PEOPLE THINK  
IT LOOKS LIKE

# SUCCESS



WHAT IT REALLY  
LOOKS LIKE

HONESTY, EMPATHY, AMBITION, RESPECT, TOLERANCE



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# Outline of the Evening

- To explain the key principles of GCSE assessment.
- To give you a brief overview of the programme of study.
- To provide you with some key dates.
- To explain the target setting, monitoring and intervention process at KS4.
- To outline the support systems in school



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Important area of the Fulford School  
website for parents

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# Curriculum Information

## Curriculum Statement

### Key Stage 3

### Key Stage 4

### Key Stage 5

### Department List

Fulford School seeks to develop the skills, values, talents, creativity and knowledge of all our community and we see the content, structure, organisation and coherence of the curriculum as the factor in developing our school ethos and the potential of all those involved with the school. Our curriculum, both within and outside the classroom, aims to provide high quality provision, enjoyable learning, excellence, opportunity and challenge for students of all abilities. It is also designed, along with our Careers Education and Information Advice and Guidance programme (CEIAG), to enable a broad range of progression routes and personalised support to meet the needs of our learners.

The assessment opportunities embedded in our curriculum design inform learners of their current progress, allow them to reflect on their learning and to identify what they need to do to improve. Our curriculum underpins all the work we do in school and is central to securing the highest standards of teaching and learning, student attainment and personal development. It aims to develop knowledge the knowledge, understanding, skills and personal qualities of our students so they are successful learners, confident individuals, tolerant and responsible citizens.

#### Personalised Learning

The structure of the curriculum is designed to ensure that all students are able to make excellent progress and aims to provide a range of personalised curricular pathways. We seek to develop a curriculum that meets the needs of our learners and that enhances student choice through partnership working, within the context of the efficient and effective use of the resources we have available. We place emphasis on developing literacy, numeracy and the key learning attributes of resilience, independence, team work, creativity and reflection in order to maximise the life chances of all our students. One of the key purposes of our support for students with special needs is to ensure accessibility to the curriculum for all students as far as is practicable.

Our curriculum reflects local and national need, promotes global awareness and sustainability, and seeks to raise aspirations by providing very strong and visible progression routes into higher education, further education, apprenticeship training and employment. In order to optimise our curriculum offer we work in partnership with other institutions and organisations seeking to further develop opportunities as appropriate.



# Curriculum Information

## Curriculum Statement

## Key Stage 3

## Key Stage 4

## Key Stage 5

## Department List

- Adult Education
- Art & Design
- Business & Economics
- Computing
- Design & Technology
- Drama
- English
- Geography
- History
- Learning Support
- Mathematics
- Modern Foreign Languages
- Music
- Personal Development
- Photography
- Physical Education
- Religious Education
- Resource Centre
- Science
- Social Science

8e/Gg-C - classroom view - www... Home - Fulford School  
fulford.york.sch.uk

Search

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realising potential - creating the future

Welcome About Us Information Calendar Contact

COVID-19 Information Parents/Carers >> Reporting Your Child's Absence

Admissions Letters

Attendance School Catering

Exams Uniforms & PE Kit

Rapid Revision Lockers

Fulford Environment Group Class Charts - Guide for Parents

Pupil Premium Funding Open Evening 2022

Year 7 Catch Up Program Information Evenings

SEN Support Key Stage 4 Options 2022-24

Wellbeing Parent's Evenings

School Counselling Learning Support

Governance ParentInfo.org

Policies, Forms & Documents School Counselling

Accounts & Finance Homework

Statutory Statements VLE

Covid Catch Up Funding

Careers

Alumni

World Class Schools

RSC ROYAL SHAKESPEARE COMPANY

FIRST ENCOUNTERS  
SHAKESPEARE FOR YOUNGER AUDIENCES

TWIFTH

Fulf

Tue

Y

All presentations from this evening are available in the 'Information Evenings' area of the website

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# New GCSE Grading Structure



Broadly the same proportion of students will achieve a **Grade 7** and above as currently achieve a grade A and above.

**Grade 5** will be awarded to the top third of students gaining the equivalent of a grade C or bottom third of a grade B.

The Department for Education has determined that **Grade 5** will be a 'strong pass'. **Grade 4** will be a 'standard pass'.

The bottom of **Grade 1** will be aligned with the bottom of grade G.



| NEW GCSE GRADING STRUCTURE | OLD GCSE GRADING STRUCTURE |
|----------------------------|----------------------------|
| 9                          | A*                         |
| 8                          |                            |
| 7                          |                            |
| 6                          | B                          |
| 5                          |                            |
| 4                          | C                          |
| 3                          |                            |
| 2                          | E                          |
| 1                          |                            |
| U                          | U                          |

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

# Timetables in Year 10

|               |                                  |
|---------------|----------------------------------|
| English       | 8 hours per fortnight            |
| Maths         | 7 hours per fortnight            |
| Science       | 10 hours per fortnight           |
| Option blocks | 5 hours per fortnight per option |
| RE            | 2 hours per fortnight            |
| PE            | 2 hours per fortnight            |
| PD            | 1 hour per fortnight             |

There is a requirement for all students to study some aspects of Computing and Digital Literacy in Key Stage 4. This is provided through sessions in form time.

# Core Subjects

## English

- \* All students will sit reformed, linear English Language and English Literature GCSE examinations at the end of Year 11.
- \* There will be no tiers, so all students will sit the same examination (9-1 available).

## Maths

- \* All students will sit reformed, linear GCSE Maths examinations at the end of Year 11.
- \* Students will sit either higher tier (grades 9-4 available) or foundation tier (grades 5-1 available).



# Core Subjects

## Science

- \* There are two different pathways in Science.
- \* 3 Science groups will study towards Triple Science and will receive separate GCSEs in Biology, Chemistry and Physics.
- \* All other students will be studying Dual Science. This route gives students two GCSE grades, reported as 5-5, 7-6 etc.
- \* Students will sit either higher tier (grades 9-4 available) or foundation tier (grades 5-1 available).
- \* These courses are assessed by linear examinations at the end of Year 11.

# GCSE Optional Subjects

- Some subjects are assessed only by linear examinations at the end of Year 11 (e.g. History, Geography).
- Other subjects continue to include a proportion that is assessed by non-examined assessment. This is what might have been traditionally called coursework.
- French and Spanish are the only optional subjects to offer foundation/higher tier papers.

# Non-GCSE Optional Subjects

## i-Media and Health and Social Care

- \* Students studying the courses in I-Media and Health and Social Care need to complete three units. One of these is assessed by an external examination.
- \* The other two units are assessed by coursework.
- \* This course can be passed at Level 1 Pass/Merit/Distinction or Level 2 Pass/Merit/Distinction/Distinction\*

| Old GCSE Grades | New GCSE Grades | iMedia Grades |                          |
|-----------------|-----------------|---------------|--------------------------|
| A*              | 9               | L2D*          | Level 2 Distinction Star |
| A               | 8               | L2D           | Level 2 Distinction      |
| B               | 7               | L2M           | Level 2 Merit            |
| C               | 6               | L2P           | Level 2 Pass             |
| D               | 5               | L1D           | Level 1 Distinction      |
| E               | 4               | L1M           | Level 1 Merit            |
| F               | 3               | L1P           | Level 1 Pass             |
| G               | 2               |               |                          |
| U               | 1               |               |                          |
| U               | U               | U             |                          |



# Non-GCSE Optional Subjects

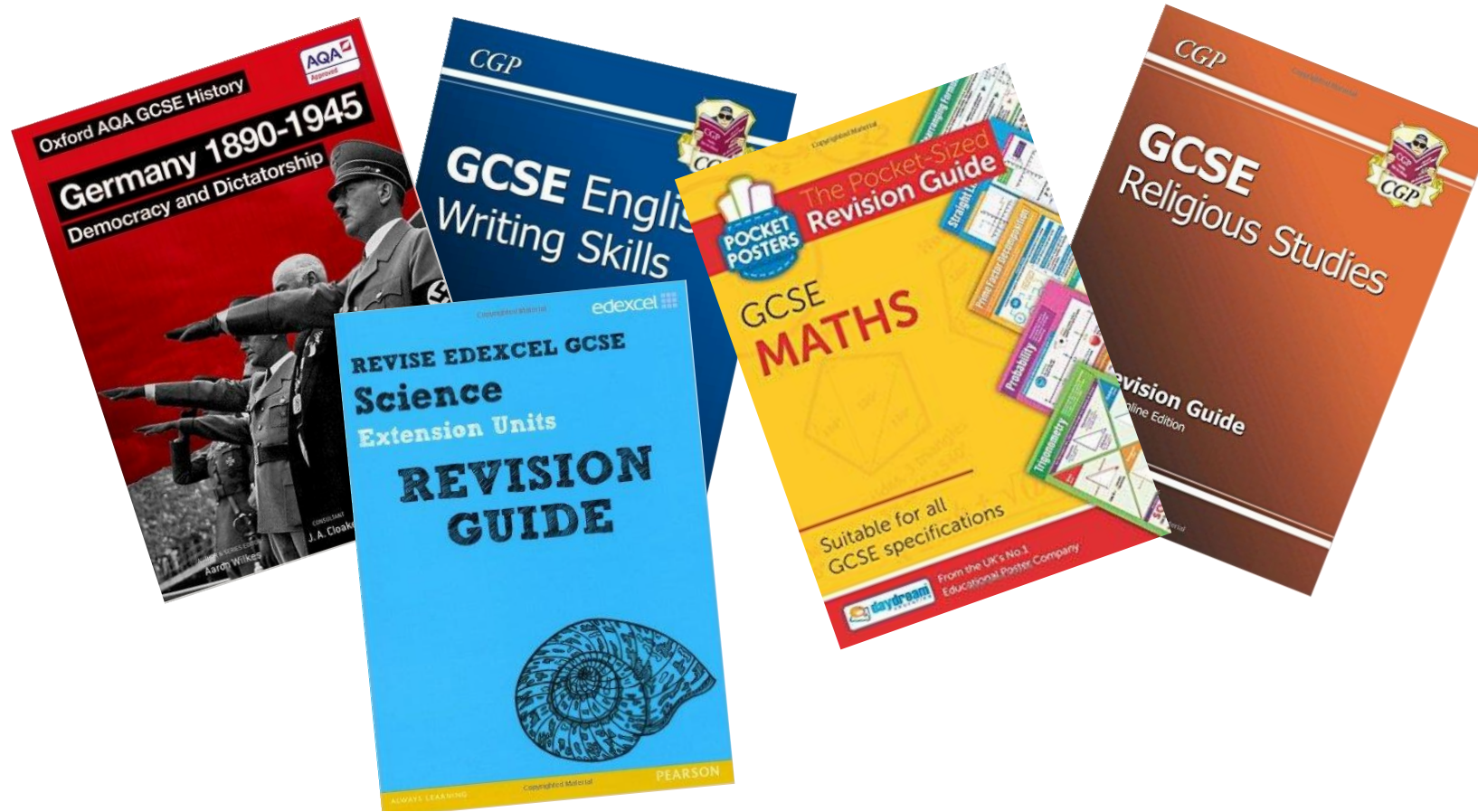
## Enterprise and Engineering

- \* Students studying the BTEC Tech Award in Enterprise and/or Engineering will sit one externally examined unit.
- \* Beyond this, the course is assessed by coursework.
- \* This course can be passed at Level 1 Pass/Merit/Distinction or Level 2 Pass/Merit/Distinction/Distinction\*

## BTEC Tech Award Grading

| Level / Qualification Grade | Grade Equivalent |
|-----------------------------|------------------|
| Level 2 / Distinction*      | 8.5              |
| Level 2 / Distinction       | 7                |
| Level 2 / Merit             | 5.5              |
| Level 2 / Pass              | 4                |
| Level 1 / Distinction       | 3                |
| Level 1 / Merit             | 2                |
| Level 1 / Pass              | 1.25             |

# Beware of Study Guides!



A recommended list of study guides and websites for the current specifications is at the back of your booklet



# FULFORD SCHOOL



## Year 10 Information Evening Booklet

September 2022



### English

**Course title:** GCSE English Language; GCSE English Literature (students study BOTH qualifications)  
**Examination board:** AQA  
**Tiered/untiered:** Untiered  
**Proportion assessed by examination:** 100%  
**Proportion assessed by non-examined assessment (NEA):** 0%  
**Number and length of examinations:** GCSE English Language – 2 examinations: 1 hour 45 minutes each; GCSE English Literature – 2 examinations: 1 hour 45 minutes and 2 hours 15 minutes  
**Grading:** 9-1



### Mathematics

**Course title:** GCSE Mathematics  
**Examination board:** Edexcel  
**Tiered/untiered:** Two tiers – Higher and Foundation level  
**Proportion assessed by examination:** 100%  
**Proportion assessed by non-examined assessment (NEA):** 0%  
**Number and length of examinations:** 3 examinations: 1 hour 30 minutes each  
 Paper 1 is non-calculator, Papers 2 and 3 are calculator (regardless of tier)  
**Grading:** 9-1



### Science

**Course title:** GCSE Separate Sciences (Triple Sciences – three different GCSEs in Biology, Chemistry and Physics); GCSE Combined Science (Dual Science – two GCSEs, combining elements of Biology, Chemistry and Physics)  
**Examination board:** AQA  
**Tiered/untiered:** Two tiers – Higher and Foundation level  
**Proportion assessed by examination:** 100%  
**Proportion assessed by non-examined assessment (NEA):** 0%  
**Number and length of examinations:** Separate Sciences – 6 examinations (at both tiers): 1 hour 45 minutes each (2x Biology, 2x Chemistry & 2x Physics); Combined Science - 6 examinations (at both tiers): 1 hour 15 minutes each (2x Biology, 2x Chemistry & 2x Physics)  
**Grading:** 9-1



# Michelangelo...

“The danger for most of us is not that we aim too high and fail to reach our target but aim too low and achieve it.”



# Understanding the Terms

Target

Predictions

Estimate

# What is the difference between them?



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- The Gracenote Virtual Medal Table is a statistical model based on the results of the previous Olympics Games. For the Tokyo Olympics in 2021, this estimated that the UK would win 43 medals and come fifth overall.

**Estimate**

- UK Sport predicts that the UK could win 45-70 medals

**Prediction**

- Cyclist Sir Chris Hoy has set a personal target to become the most decorated Olympian

**Target**



# Estimates, Predictions and Targets

- **Estimates** –based upon achievement at Key Stage 2, showing how similar students have achieved at GCSE in the past in different subjects
- **Predictions** – produced by your teachers, indicating what you are likely to achieve, based upon your performance during the course
- **Targets** – produced by students, based upon FFT targets, predictions and REALISTIC AMBITION

# Fischer Family Trust Estimates

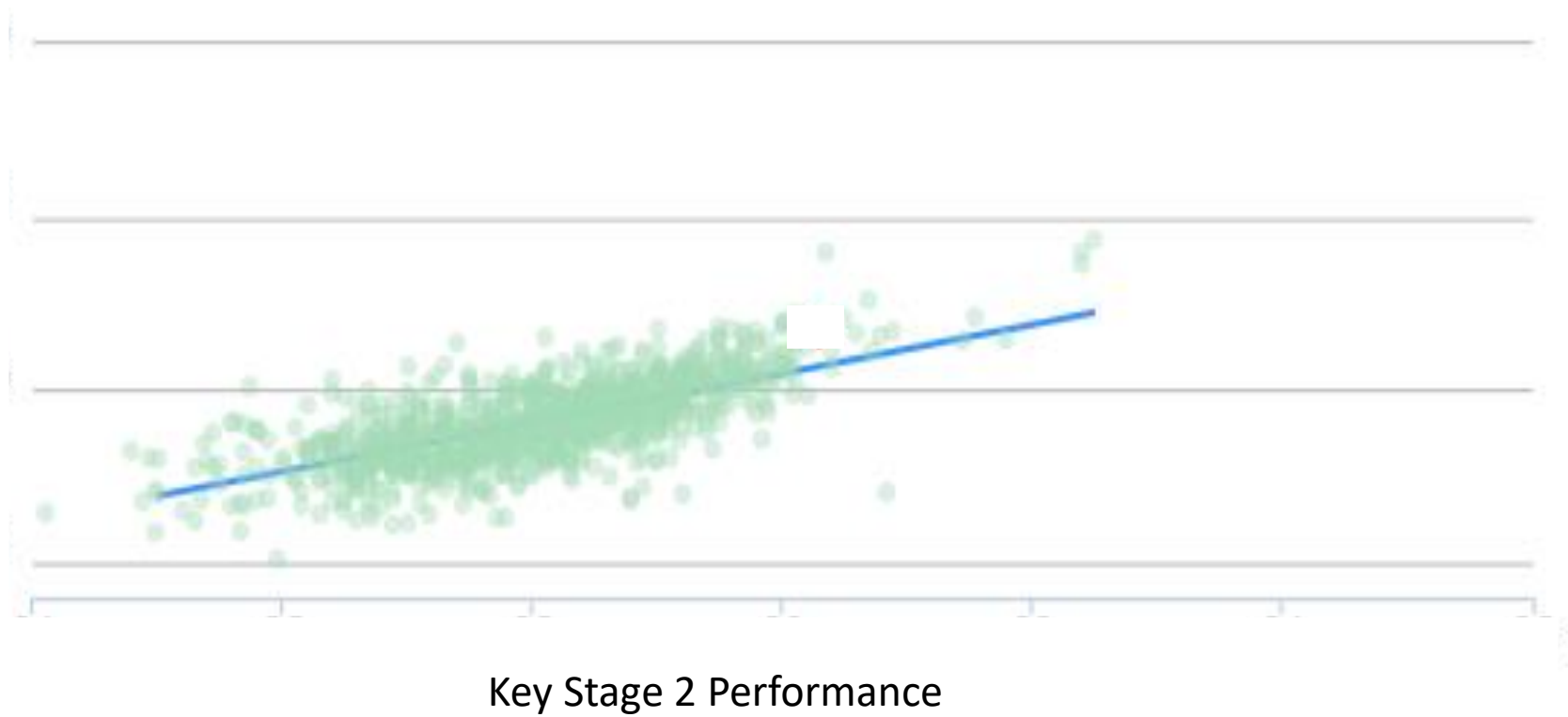
What does it all mean?

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Key Stage 4 Performance



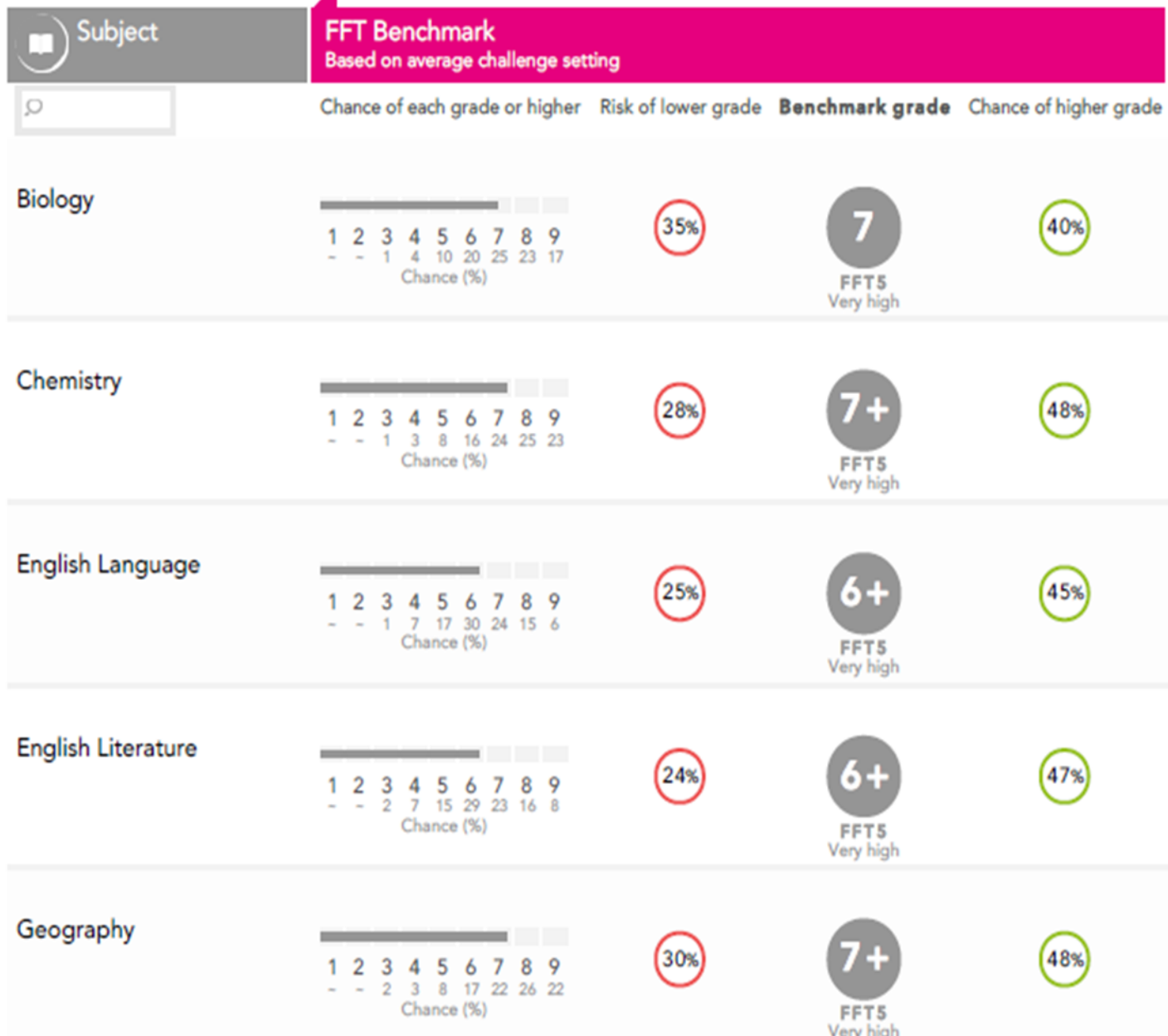
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# Value of FFT Estimates

- Objective
- Good starting point for your own targets
- Good base to compare your actual results
- Indication of your potential – but not the only one !



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‘Chance’ shows proportions of students with similar KS2 levels achieving at each grade in the subject in the past.

28%

7+  
FFT5  
Very high

48%

Shows the percentage chance of recording a higher grade

‘Benchmark grade’ will be shown on class data and is the median point of the estimate chances.  
(+, -, )

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# Danger !

- Averages only, not individual
- National, not Fulford
- Things – and people - change over time!
- They are a starting point, not an end point!

# Michelangelo...

“The danger for most of us is not that we aim too high and fail to reach our target but aim too low and achieve it.”



# Reporting

- 3 reports during Year Y10 and 3 reports during Y11
- **Initial ATL (Attitude to Learning) interim report on Friday 4 November**
- Each subject teacher will enter a grade from 1-5 for behaviour, effort and homework
- **2 full reports: Friday 10 February and Wednesday 28 June**
- Grades from 1-5 for behaviour, effort and homework
- Predicted attainment data for each subject

# Key Dates

**October/November 2022**

Fischer Family Trust Estimates Distributed

**November 2022**

Year 10 interim report home

**February 2023**

Year 10 predicted grade report

**February 2023**

Year 10 parents' evening

**April 2023**

Year 10 examinations

**May 2023**

Work experience

**June 2023**

Year 10 final reports home



# Pastoral Information & Support

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# Year 10 Pastoral Team

Head of Year

Paul Gatenby

Assistant Head of Year

Ellie Knox

Progress Leader

Matthew Carson



# Tutor Team

HP – Hannah Priory

LBO – Louise Booth

PDR – Pete Dring

PW – Phil Wood

SHO – Sue Howson

SJ – Shona Jagger/Alex McClorg

TBO – Tracy Bowen

TJ – Teresa James

ME – Michael Ellum

PC – Phoebe Cawley

# Realising Potential

To enable students to maximise their potential by support, guidance, encouragement and understanding.

First point of contact for parents and carers

To ensure Fulford standards of conduct are met including uniform and behaviour

Leading tutors in the delivery of a coherent form time and deliver a package suitable to year 10

# Year 10 Work Experience

- \* The planned date for Year 10 Work Experience Week is 22<sup>nd</sup> May 2023
- \* Full details will be launched to Parents/Carers & students next month
- \* Students will complete learning about Work Experience in form time and personal development lessons
- \* NYBEP are the organisation Fulford School work with regarding finalising placements and carrying out risk assessments

# Progress Leader

- In coordination with the Head of Year:
  1. Revision
  2. Organisation
  3. Homework
  4. Discipline (with regards to work)
  5. Motivation
  6. Track effort and attainment
  7. Intervention
  8. Organise sixth form tutors

- Thank you for attending