

A High Performing Business & Enterprise and Teaching School



**FULSTON MANOR**  
**YEAR 10 GCSE PARENTS' MEETING**  
**WEDNESDAY, 4<sup>TH</sup> JULY 2018**  
**7:00 PM**  
**MILLENNIUM HALL**



National Support School  
designated by



National College for  
Teaching & Leadership





- How do the new GCSEs work?
- How is my child doing?
- How is the school supporting progress?
- How can parents support progress?
- What happens next?

To gain this positive Progress 8 this student must gain these grades in the actual exams.

Current attainment grades from the teachers



BEST, IAMTHE, Y-EAH				Term 6	A8	
<p>The best grade from English is doubled. So contributes 2 grades toward the Progress 8 score.</p> <p>No image available</p>	English Language			7	7	
	English Literature			7	7	
	Mathematics			7-	7	
	Combined Science			8-8,,	7-7	
	History			8	7	
	Geography			8-	7	
	Drama			7	7	
	Religious Studies			8	7	
	Dance			7	7	
	Progress 8			+1.51		
Attendance	100%					
Attitude	Learning	7.89	Homework	7.75	Rank	9

The Maths grade is doubled. So contributes 2 grades toward the Progress 8 score.

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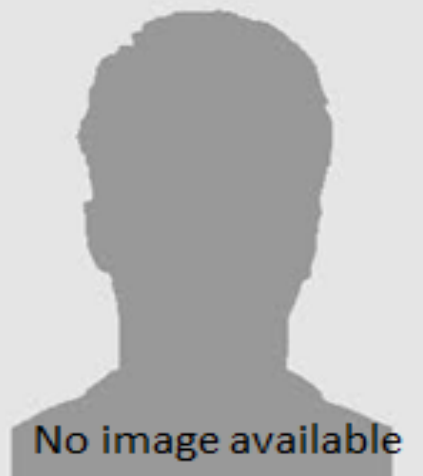
This student needs to focus on the low fine grades (8-, 7-)

+1.5 means the student is working more than 10 grades above expected

Attitude RANK

This student has a negative Progress 8, they are underachieving.

They are at even greater risk because some of the estimates have low fine-grades.

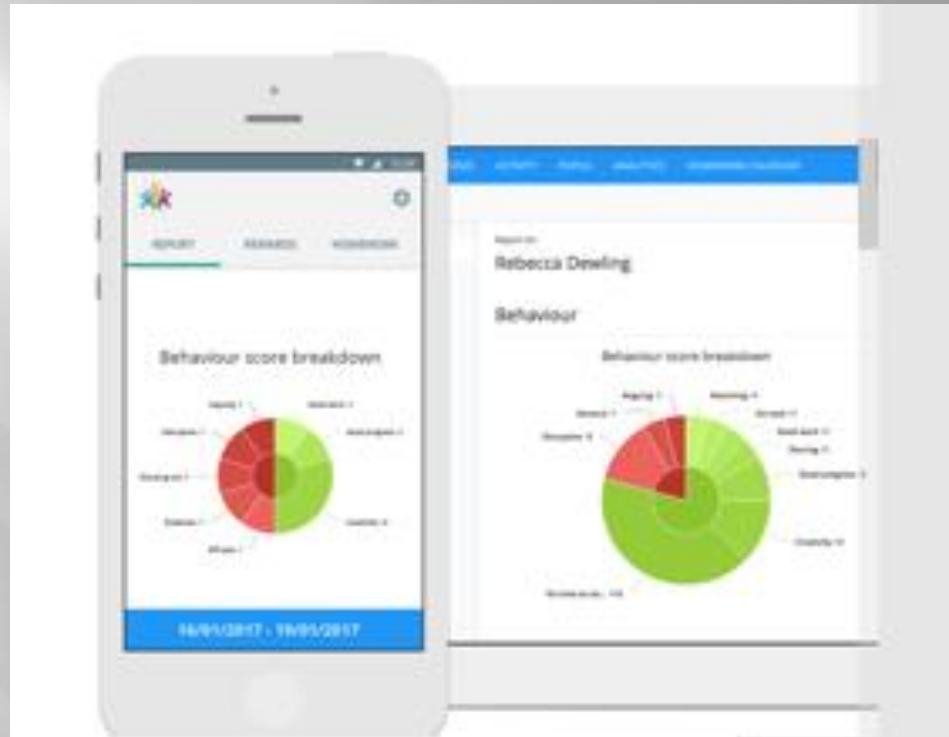
WORKE, IAVOID, V-SAD					Term 6	A8
 <p>No image available</p>	English Language				4	6
	English Literature				3+	6
	Mathematics				6	6
	Biology, Chemistry, Physics				5,4-,7-	6
	Citizenship				5	6
	History				6	6
	Religious Studies				5	6
	Information Technology				M2	M2
Attendance	97.4%	Progress 8			-0.23	
Attitude	Learning	5.50	Homework	5.33	Rank	133



-0.23 means that this student would have to improve by at least **3 grades** in one subject or one grade in **3 subjects**

Attitude  
RANK

# Class charts



You are able to track your child's behaviour and attendance using class charts on a computer via a website or using a mobile phone app.

If you have not already had a letter informing you how to create an account, they are available for collection tonight.

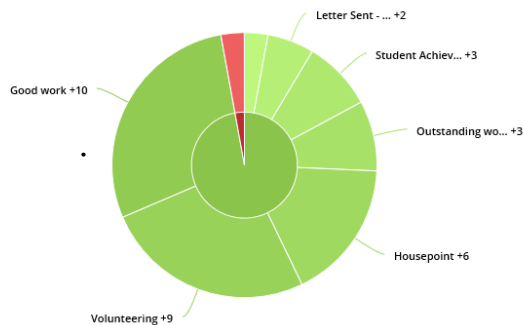


- ★ BEHAVIOUR
- ATTENDANCE
- HOMEWORK
- ACTIVITY
- CLASSES

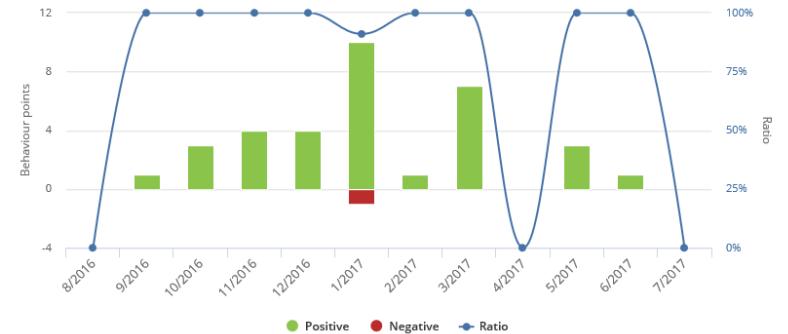
### Behaviour

Report dates:  
1/8/2016 - 3/7/2017

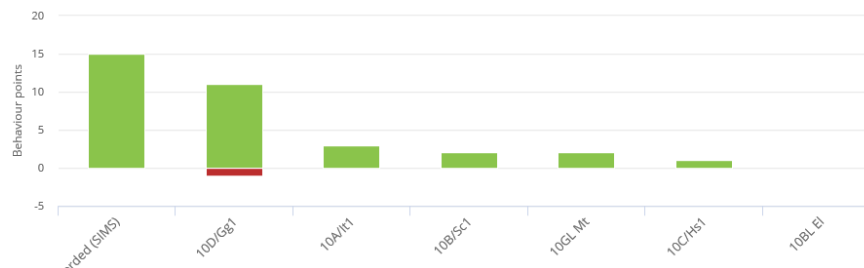
Behaviour score breakdown



Monthly Behaviour Breakdown



List of Classes

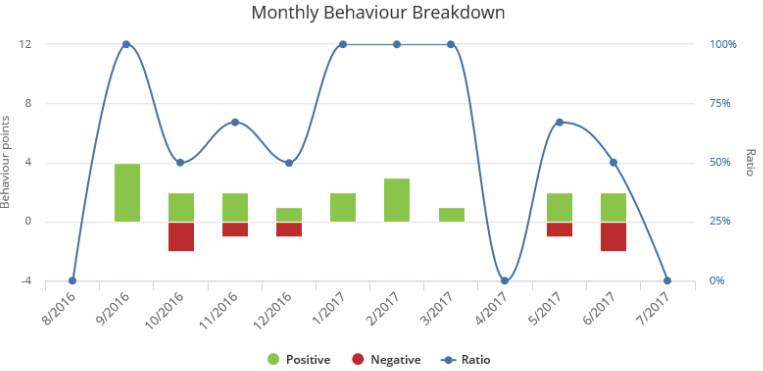
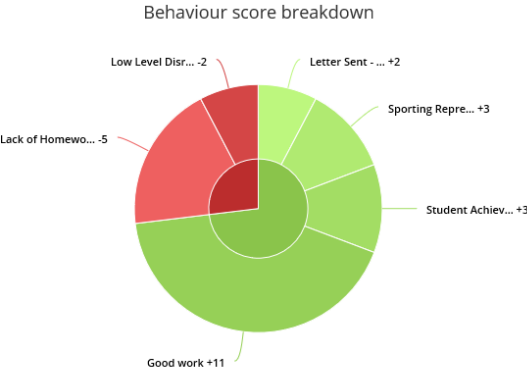


This student is making excellent progress in all of their subjects, this is their behaviour log record since August

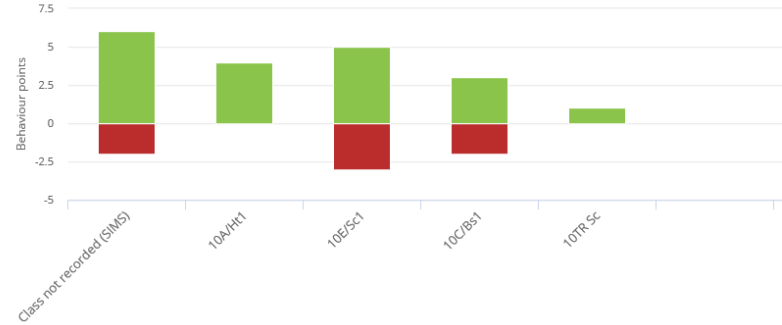


- ★ BEHAVIOUR
  - ATTENDANCE
  - HOMEWORK
  - ACTIVITY
  - CLASSES
- + - Σ %

# Behaviour



## List of Classes



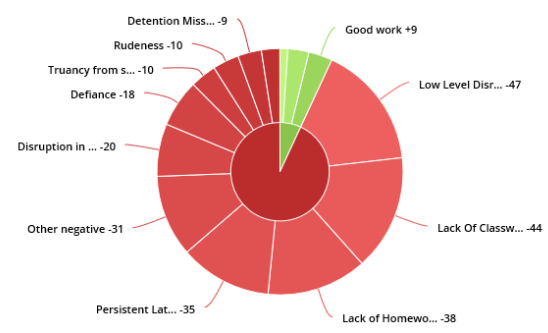
# Attendance

This student is making just expected progress –most of the negative entries are for a lack of homework.

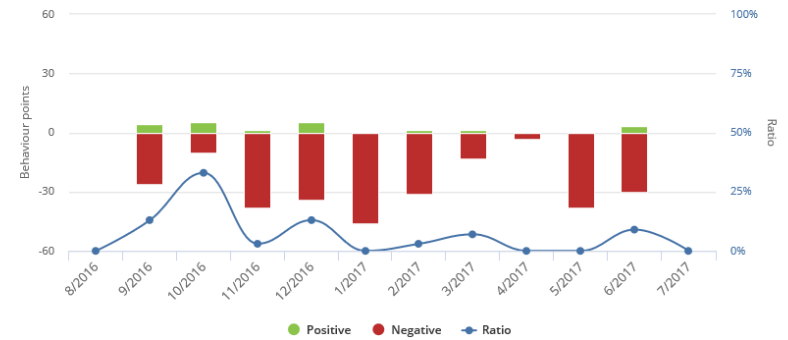


- ★ BEHAVIOUR
- ATTENDANCE
- HOMEWORK
- ACTIVITY
- CLASSES

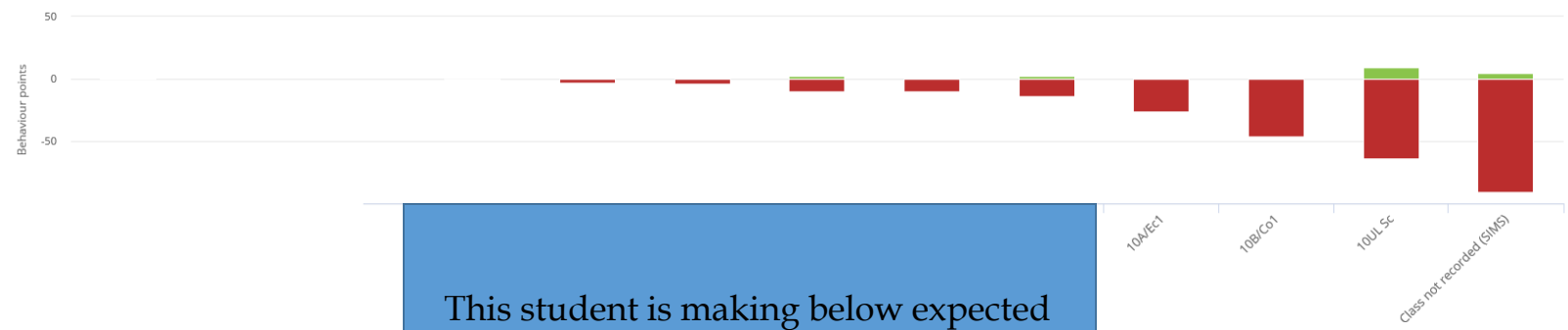
Behaviour score breakdown



Monthly Behaviour Breakdown



List of Classes



Attendance

This student is making below expected progress. This is their behaviour record.



# Student Grading Sheet 1



## End of Term 6 Grading Sheet

Current Attendance	Attitude for Learning				Attitude towards Homework				Current Grade					End of Key Stage Teacher Target	GCSE Results
99.2%	Term 1	Term 2	Term 3	Term 6	Term 1	Term 2	Term 3	Term 6	Term 1	Term 2	Term 3	PPE Term 4	Term 4		
English Language	N/A	5	5	N/A	N/A	4	4	N/A	N/A	2M	3W	1W	N/A	4	1
English Literature	4	N/A	N/A	4	5	N/A	N/A	3	2S	N/A	N/A	U	2S	4	U
Mathematics	3	2	6	5	3	2	6	5	4W	3S	3S	2W	3S	4	1
Science	5	5	6	5	4	5	6	5	D2	D2	E1	U2	D3	C	FF
Business Studies	6	6	6	4	3	5	3	1	D2	D2	E2	G3	G2	C	U
Computing	7	7	6	5	4	5	5	5	C2	C3	D1	U3	D3	C	G
Textiles	6	5	6	6	6	6	6	4	C3	C3	C3	F2	D1	C	E
Games	8	8	8	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A
Media Studies	3	3	3	5	2	2	1	1	P	L1	L1		P	P	P
Religious Studies	5	5	3	4	2	5	6	2	F1	G1	G1	G2	G2	C	U

# Student Grading Sheet 2



## End of Term 6 Grading Sheet

Current Attendance	Attitude for Learning				Attitude towards Homework				Current Grade					End of Key Stage Teacher Target	GCSE Results
	Term 1	Term 2	Term 3	Term 6	Term 1	Term 2	Term 3	Term 6	Term 1	Term 2	Term 3	PPE Term 4	Term 6		
100.0%															
English Language	N/A	7	7		N/A	7	7		N/A	5S	5S	2M		7	7
English Literature	7	N/A	N/A	7	7	N/A	N/A	9	4M	N/A	N/A	7S	5M	7	5
Mathematics	7	8	8	8	7	7	8	8	5S	5S	5S	4W	5S	5	4
Science	9	9	9	9	7	7	9	9	C2	C2	B2	C1	B1	B	BB
Dance	8	8	7	8	7	7	7	7	B3	B2	C1	B2	B1	A	B
French	9	9	8	9	9	9	9	9	C1	C2	B1	B3	B3	B	C
Games	6	7	7	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A
Health & Social Care Single	8	8	8	9	8	8	8	7	C3	C2	C2		B2	A	B
History	8	8	8	9	8	8	8	9	B3	B1	B1	A3	A3	A	B
Religious Studies	8	8	8	8	9	9	9	9	C3	B3	B2	A*2	A2	A	A

# Attitude and Attainment Grades



## Poor attitude towards learning

1	2	3
<p>A student who is disruptive and unprepared to learn.</p> <p>His/Her poor attitude and behaviour adversely affects his/her own learning and that of others.</p> <p>He/She will often reject help and guidance that would enable him/her to further his/her learning.</p>	<p>A poorly motivated student whose behaviour and negative attitude adversely affect his/her own learning and that of others.</p> <p>He/She is inattentive in class. The student regularly fails to complete work.</p>	<p>An underachieving student who demonstrates little motivation to learn.</p> <p>The student shows minimal commitment to work.</p> <p>His/Her attentiveness is erratic.</p>

## Variable attitude towards learning

4	5	6
<p>A student with the potential to achieve more, but whose lack of commitment to work is hindering his/her progress.</p> <p>He/She is capable of distinguishing what he/she needs to do to enhance his/her learning but often chooses not to do so.</p> <p>Work is usually completed to a basic standard.</p>	<p>A student who completes work to a standard in line with his/her ability but does not show real commitment to his/her studies.</p>	<p>A student who works hard in class, and generally completes work to a standard that reflects his/her ability.</p> <p>He/She demonstrates some initiative and will normally seek assistance when required.</p>

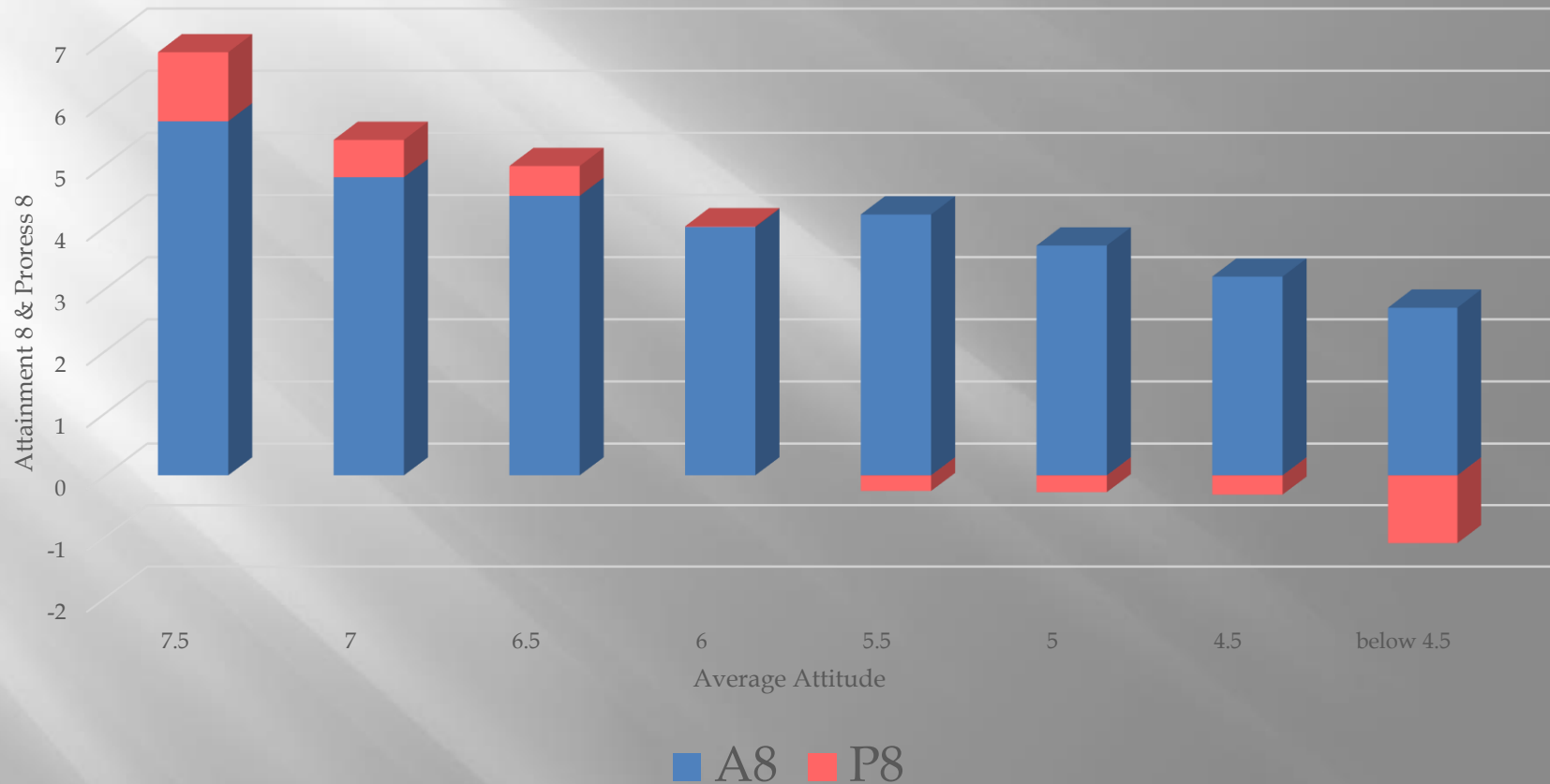
## Good attitude towards learning

7	8	9
<p>A committed student, who demonstrates a keen interest in his/her work and who is determined to achieve.</p> <p>He/She is developing the skills to advance his/her own learning.</p> <p>He/She will always aim to complete work to the best of his/her ability.</p>	<p>A motivated student, who takes full responsibility for his/her learning, and who always completes work to a very high standard.</p> <p>He/She demonstrates initiative and has a positive, reflective approach to learning.</p>	<p>A highly motivated exemplary student who is likely to achieve his/her full potential.</p> <p>A reflective learner, able to recognise and work to remedy weakness.</p> <p>A highly organised independent learner.</p>

# Attitude and Attainment



Impact of Attitude on Attainment



# Attitude to Homework Grades



Poor attitude towards homework		
1	2	3
<p>A student who rarely/never attempts homework or meets deadlines. His/Her poor attitude to homework adversely affects his/her own learning and progress. He/She will often reject help and guidance that would enable him/her to complete work on time.</p>	<p>A poorly motivated student who frequently fails to attempt homework or meet deadlines. He/She is inattentive (in class) therefore is often unclear about what is expected from homework.</p>	<p>An underachieving student who demonstrates little motivation to complete homework or meet deadlines. The student shows minimal commitment to homework. His/Her attentiveness is erratic impacting the quality of work he/she produces outside of lessons.</p>
Variable attitude towards homework		
4	5	6
<p>A student with the potential to achieve more, but whose lack of commitment to homework is hindering his/her progress. He/She is capable of distinguishing what he/she needs to do to enhance his/her learning but often chooses not to do so. Homework is usually completed to a basic standard or handed in late.</p>	<p>A student who usually hands work in on time and completes homework to a standard in line with his/her ability but does not show real commitment to his/her studying outside of lesson.</p>	<p>A student who works outside of lessons, and generally completes work to a standard that reflects his/her ability and hands work in on time. He/She demonstrates some initiative. He/She acts on previous feedback or seeks assistance when required.</p>
Good attitude towards homework		
7	8	9
<p>A committed student, who demonstrates a keen interest in his/her homework and who is determined to achieve. He/She is developing the skills outside of lessons to advance his/her own learning. He/She acts on feedback, always <u>aims</u> to complete homework to the best of his/her ability and to hand work in on time.</p>	<p>A motivated student, who takes full responsibility for his/her learning outside of lessons, and who always completes homework to a very high standard and very rarely missing deadlines. He/She always acts on feedback, demonstrates initiative and has a positive, reflective approach to learning.</p>	<p>A highly motivated exemplary student who is likely to achieve his/her full potential. A reflective learner, able to recognise the importance of working independently and works to remedy weakness. A highly organised independent learner who does not miss deadlines. This student is likely to complete homework even if he/she were absent when it was set.</p>

# Show My Homework



The screenshot shows the 'Show My Homework' website. On the left is a sidebar with a user profile for 'Rhys' and a list of links: To-do list, Homework calendar, Gradebook, Notice board, My drive, Help centre, and Logout. The main area has a header with filters for 'Select a year', 'Select a type', 'Select a subject', 'Select a teacher', and 'All classes'. Below this is a calendar view for 'Jun 5th - 11th, 2017'. A legend indicates: Homework (green), Spelling Test (yellow), Quiz (orange), Differentiated Homework (blue), and Class Test (purple). The calendar grid shows homework assignments as colored bars across the days of the week.

Monday 5th Jun	Tuesday 6th Jun	Wednesday 7th Jun	Thursday 8th Jun	Friday 9th Jun	Saturday 10th Jun	Sunday 11th Jun
Artist Research - Clothing 10C/Art & Design Miss. S. Nock  Private prayer is better than public prayer: 12 marks 10C/Religious Studies Mr. C. Seppala  Research and Plan Your Speech 10B/English Miss. J. Mulligan	Transportation Investigation 10G/Science Miss. E. Middleton  Artist Research - Clothing 10C/Art & Design Miss. S. Nock	Revise for classroom GCSE test 10B/Religious Studies Mr. C. Seppala  Coastal Management Case Study - The Horderness Coast Quiz 10A/Geography Miss. K. Roberts				
			Finish your speech and practise with someone at home 10B/English Miss. J. Mulligan			
				Do week 27 homework 10D/Computing Mr. S. Bendon		

**Key Stage 4, all subjects will set a weekly homework.** Mathematics, Science and English homework will be set only once per week but last for **at least two hours** Other subjects should last **at least one hour per week.**

Homework is set using Show My homework, to aid organisation in completion and submission of work and to aid students' independence.



# The purposes of homework are:

Increasingly at Year 10 ;

- ▣ To encourage students to develop the skills, confidence and motivation needed to study effectively on their own
- ▣ To increase the student's self-discipline in preparation for further education
- ▣ To consolidate and reinforce skills and understanding developed within school
- ▣ To extend school learning through application to new tasks
- ▣ To extend the student / parent / teacher partnership by informing parents and carers about the work students are doing. Also to develop the involvement of these adults in the management of the student's work
- ▣ To exploit resources not available in school



# Provisions and Support for my child...



Teaching staff have a working knowledge and understanding of the individual strengths, weaknesses and needs of the students they teach.

In addition to closely monitoring students academic progress and initiating interventions as deemed necessary, listed below are some of the key provisions provided to ensure support for all students.

## Students *with* Special Educational Needs & Disabilities [SEND]

- ▣ Individual student provision plans (for selected students) are available/provided to staff
- ▣ Provision strategies, specific to individual types of need, such as ADHD, ASD and Dyslexia, are available/provided to staff

## Students *who* are eligible for the Pupil Premium [PP]

- ▣ We ensure students are suitably resourced, particularly for PPE and Public Examinations
- ▣ Sixth Form Mentoring Programme

## High Ability Pupils [HAPs]

- ▣ We promote self-initiated and self-directed learning
- ▣ We have high expectations of students and tailor lessons to the highest ability



# Examination Access Arrangements



Access arrangements are modifications or provisions, made in public examinations and controlled assessments such as coursework, for students with evidence of a defined need.

Access arrangements must be **approved by the examination boards before** an assessment in which they are to be provided.

The **criteria for eligibility** for the arrangements are laid down by the **examination boards ('the awarding bodies')**

Making special arrangements for candidates to take examinations is the responsibility of the SENCO.

It is important to note that there must be sufficient evidence from teaching staff that the need for 25% additional time, a Scribe, a Reader is the students **Normal Way of Working**. This is a JCQ (Joint Council for Qualifications) requirement.

## **'Anxiety'**

It is normal for candidates to suffer from anxiety in examinations and in most cases this will not fall under the definition of a disability as defined by the Equality Act 2010. Fulston Manor School follows JCQ guidance that anxiety will not ordinarily be a reason for the school to apply access arrangements, including allowing the candidate to sit examinations in a separate room even if that is supported by a letter from a GP. We will however look at individual cases and decisions will be made by the examinations officer, examinations secretary and SENCO.

# Year 11 Workshops

(Sample rota – details tbc)

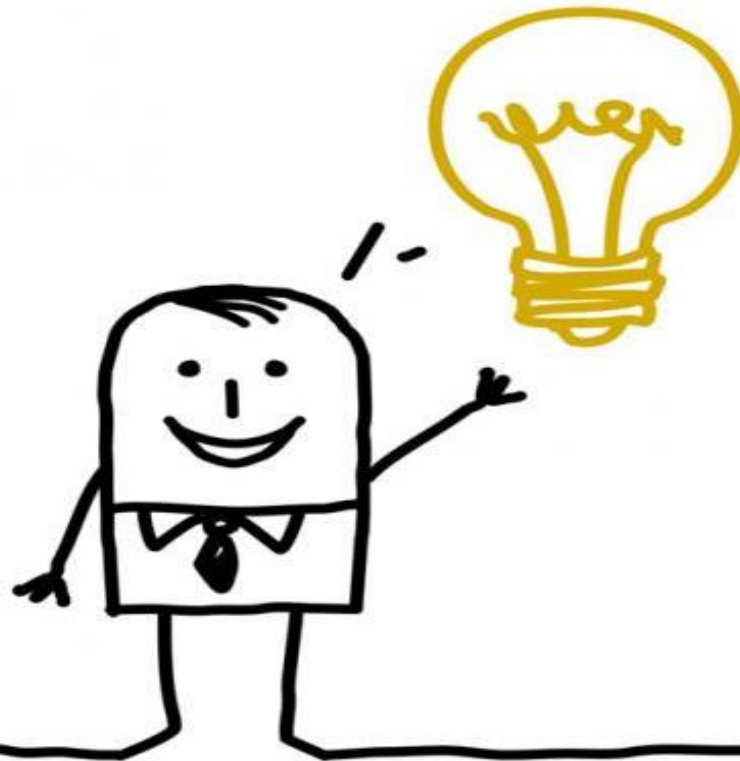
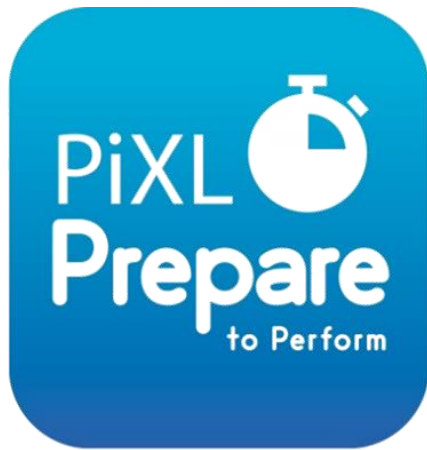


## Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
History/Enterprise	English	Independent Study	Maths	Science

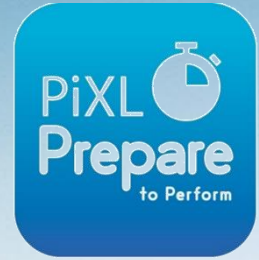
## Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Computing	Art	Independent Study	Creative IT and Media	Financial Education
Citizenship	Business Studies		Graphic Products	Geography
Dance	Business Communications		Physical Education	Health and Social Care
Economics			Religious Studies	Music
French	TextilesDrama			Product Design



# Top 10 tips to support your child through their exams

# What is Prepare to Perform?

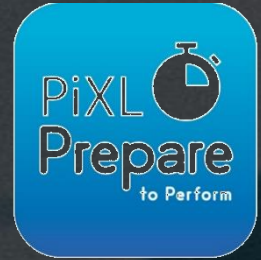


Staying calm, feeling good, being effective

- ✓ A toolkit to help your child control different aspects of their life to help them perform better when it comes to exam time
- ✓ It will allow them to focus, set themselves a plan and work towards being prepared in the best possible way



# How can you help your child and prepare them to perform?

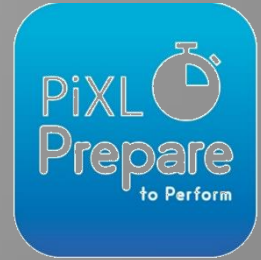


1. Being a role model
2. Help them set goals
3. Keep them active
4. Healthy eating
5. Time out
6. Sleep patterns
7. Unplugging
8. Staying cool & calm
9. Belief
10. Be supportive

Each day you can support your child to make choices which can impact how they perform during the exam period



# 1. Being a role model

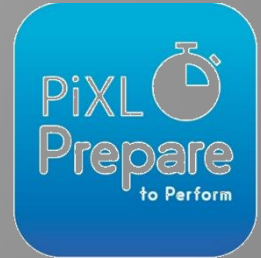


**Set a good example by modelling the behaviour you want your child to adopt...**

- Planning for the week
- Eating healthily and well
- Keeping hydrated
- Leading an active life
- Staying calm
- Being organised
- Good sleep habits



## 2. Goal Setting



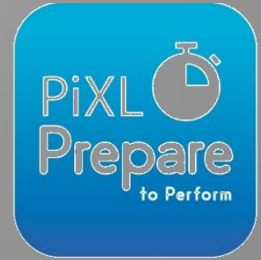
- **Encourage** them to keep their goals planner visible – e.g. printed and displayed on their bedroom wall
- **Help focus** them and talk to them about their goals regularly
- Give **positive reinforcement**
- **Connect** with them about ‘**why**’ and ‘**what**’ they want to achieve



### 3. Keeping Active

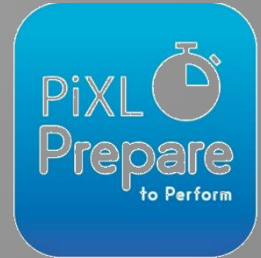
- Encourage them to keep active on a daily basis
- Carry out exercise in manageable chunks e.g. 3 x 20 min sessions throughout the day
- Plan to do active things together on a weekend
- Go out for a walk together and get some fresh air
- Help them plan out their weekly exercise schedule in advance
- After exercise your brain functions well, so encourage a revision session afterwards

60  
minutes  
per day





## 4. Healthy Eating



- Plan your family meals for the week – breakfast, snacks, lunches and evening meals
- Carry out a weekly food shop and make sure you write a list
- Avoid high sugary and fatty foods or drinks
- Aim to eat clean, fresh and healthy foods
- Have a couple or ‘treat’ meals / or meals out per week
- Use the Mark Lloyd recipes and meal planner as guidance
- Encourage them to eat breakfast everyday
- Hydration is key to brain functioning



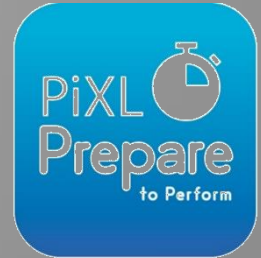
# 4. Healthy Eating

## A BALANCING ACT

Keep your sugar levels under control.

Macro Cheat Sheet				
Carbohydrates		Proteins		
Breads Rice Couscous Cereals Bran Potatoes Pasta Oats Cream of Wheat Corn English Muffins Pancakes Whole Wheat/ Whole Grains Vegetables Squash Pumpkin Berries Fruits Sugars	Beans  Sprouted  Grains  Quinoa  Most Yogurts  Skim Milk  Peas	Chicken Turkey Egg Whites Fish Buffalo Bison Whey Protein Turkey Bacon Lean Beef Low/Non-fat cottage cheese Low/Non-fat greek yogurt	Eggs Salmon Bacon  Chia Seeds  Cottage Cheese  Whole Fat Milk  Duck  Whole-Fat Yogurt	Acocado  Nut Butters  Egg Yolks  Nuts  Oils  Olives  Flaxseed
				Fats

Eating the right food and drink can energise your system, improve alertness and sustain your child through the long exams



## MIGHTY MAGNESIUM

Magnesium is involved in over 1000 enzymatic reactions in the body. It's vitally important in providing our cells with energy

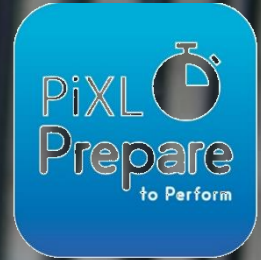
Green vegetables  
Nuts  
Pulses  
Fish  
Bananas

## UP THE B'S & OMEGA 3'S

B vitamins are directly involved in creating energy at a cellular level & will give you an energy boost

Green vegetables  
Asparagus / Spinach  
Broccoli  
Yoghurt  
Chicken / Salmon  
Whole Grains / Brown rice  
Almonds / Pecans  
Eggs

## 5. Time Out



Encourage them to build in opportunities to take some time out every week, away from study. For example:

- Going out for food
- Seeing friends
- Having a bath
- Listening to music
- Reading a book
- Doing a hobby
- Going shopping
- Going to the cinema

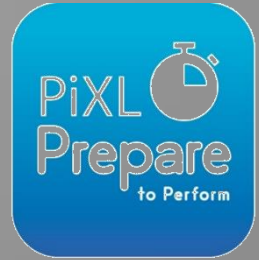


# TAKING TIME OUT

IS AS IMPORTANT AS PUTTING TIME IN

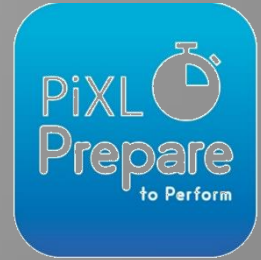
## 6. Sleep Patterns

- Young people need between 8 – 9 hours sleep per night
- Help your child create a relaxing evening routine
- Make sure they don't eat too late at night
- Avoid giving them caffeine or sugary drinks late at night
- Make sure they don't work or revise too late before going to bed
- Encourage them to switch off from social media / technology at least an hour before bedtime





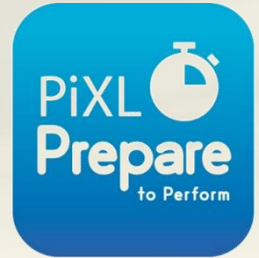
## 7. Unplugging



- ✓ Encourage them to unplug from technology everyday
- ✓ Help them switch off from technology at least 30 mins- 1 hr before going to sleep
- ✓ Support your child to appreciate the world around them rather than being governed by their phone
- ✓ Make sure they put their phone away, & on silent, while they are concentrating on tasks / revision / homework
- ✓ Help them learn to have the control to not be obsessed with their phone
- ✓ Choose some time each day/week to switch off and unplug from technology with them

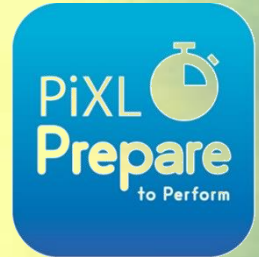


## 8. Staying Cool & Calm



- Set a good example by staying calm yourself
- Create a relaxing environment for your child
- Help them plan out coping strategies to deal with their stress
- Give them positive distractions away from studying
- Help them understand their stress & to focus on controlling the controllables
- Promote a balance of their academic studies & other activities during the week

## 9. Belief

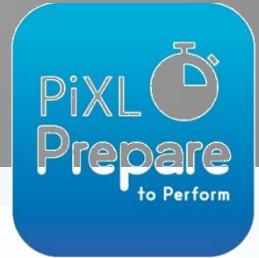


- Give them positive reinforcement
- Boost their confidence daily
- Celebrate any successes and reward them e.g. if they have achieved their mini-goals
- Try not to set your expectations too high
- Show them how proud of them you are
- Highlight things to make them feel good
- Give them the belief in themselves to help them achieve

**BELIEVE  
YOU CAN  
& YOU'RE  
HALFWAY  
THERE.**



## 10. Be Supportive



- Be a good listener
- Be approachable
- Encourage them to take breaks in between revision
- Show some understanding of what they are going through
- Help them deal with their emotions & feelings
- Offer caring advice
- Just be there for them!

DREAM  
BELIEVE  
ACHIEVE



# What can I expect in Year 11?



- ▣ Meeting with the school leadership group to help map out the Year and support your learning
- ▣ Workshops to allow further structured support
- ▣ Independent study guidance from subjects to support your class work
- ▣ The opportunity to attend Saturday workshops prior to PPE's and summer examinations
- ▣ Clear access to relevant revision materials
- ▣ Quality purposeful Year 11 homework linked to exam preparation
- ▣ Help with study skills and school / home balance
- ▣ The opportunity to reflect on progress within the year and seek help where needed
- ▣ The use of Apps / technology to support learning
- ▣ Regular Year 11 assemblies to help guide you through the year
- ▣ Holiday workshops – helping with practical and revision work
- ▣ Plenty of exam questions for you to practice!

# Supporting your child in History GCSE

# History PPE Results

- Promising skills shown in the interpretations questions
- Students had show some understanding of how to structure questions
- The knowledge applied in the questions was generally poor
  - Both strands have equal weighting within the exam

# Student Questionnaire

- A high number of students answered that they had spent 0-2 hours revising
  - The exams lasted 2hrs 35 minutes (and will last 4hrs 20 in the final exams)
- The revision techniques which came up the most were:
  - 'Read the revision guide'
  - 'Watched YouTube'

# Suggested revision activities

## POST IT NOTE CHALLENGE!

GET PEOPLE AT HOME TO LEAVE QUESTIONS AROUND THE HOUSE ON POST IT NOTES.

EVERYTIME YOU SEE ONE YOU HAVE TO ANSWER IT (PERHAPS THE FORFEIT SHOULD BE A HOUSEHOLD CHORE?)

## Practice Exam Questions

Don't avoid them- they are the best way to work out if you have truly understood something!

Exam Questions  
in Focus

gries you  
song. It'll

# Edmodo

Code: mdt2p6



- Has all lessons stored ready to do
- Revision materials
- Banks of exam questions/past papers
- Opportunity to ask questions and get help
- Parental login available
- App available

Request Admin Tools

### Classes

**Fulston Manor GCSE History**

[Create a Small Group](#)

[Manage Classes](#)

[Create a Class](#)

[Join a Class](#)

### Groups

[Manage Groups](#)

[Create a Group](#)

[Join a Group](#)

### Folders

[Manage Folders](#)

Name	Modified Date
Flipped Learning Owner: <a href="#">E Heatley</a>	1/17/2018
British America Lessons Owner: <a href="#">E Heatley</a>	11/8/2017
Revision Owner: <a href="#">E Heatley</a>	10/12/2017
Crime and Punishment Lessons Owner: <a href="#">E Heatley</a>	10/11/2017
Elizabeth Lessons Owner: <a href="#">E Heatley</a>	6/4/2017
Germany lessons Owner: <a href="#">E Heatley</a>	10/23/2016

# Workshops

- We have a workshop on Wednesday 11<sup>th</sup> July where will be focusing on 12 marker 'Explain why..' questions
- After school workshops will continue into next year

# Summer work

- Year 11 Independent Revision Aid: Available on Edmodo
- Includes: Revision planners, mark schemes, model answers, banks of questions and revision material
- Students are to work on at least 3 questions within this over the Summer Holidays

## History Independent Revision Aid

Name:

Teacher:

Attainment 8:





# Calendar of Events



<b>Tuesday, 30<sup>th</sup> October 2018</b>	Prospectus containing subject information. Further subject information at 6 <sup>th</sup> Form Open Evening
<b>Thursday, 1<sup>st</sup> November 2018</b>	Progression routes to consider (6 <sup>th</sup> Form Open Evening 6 – 9pm MH).
<b>Early November 2018 onwards</b>	Online applications for Post-16 courses commences. Acknowledgement of applications will be ongoing, as and when we receive them.
<b>January 2019</b>	Year 11 Pre Public Examinations (PPEs)
<b>End of January 2019</b>	Option Blocks will be produced, once sufficient applications have been received.
<b>Tuesday, 8<sup>th</sup> January 2019</b> <b>5.00 – 7.00 pm</b>	Year 11 Parents' Evening. Subject teachers will give information on how each student is performing in the current courses. Sixth Form staff will be available to answer any questions concerning the Sixth Form.
<b>May – June 2019</b>	G.C.S.E. Examinations.
<b>Week beginning 24<sup>th</sup> June 2019</b>	Sixth Form Induction Week. Students can try out their courses and be a Sixth Former for the week.
<b>Thursday, 22<sup>nd</sup> August 2019</b>	GCSE results, accompanied by a letter confirming course place or invitation to discuss other options.
<b>23<sup>rd</sup>, 27<sup>th</sup> and 28<sup>th</sup> August 2019</b>	There will be interviews for students who need to discuss course choices.
<b>Early September 2019</b>	Commencement of courses.



**Monday 27<sup>th</sup> – Friday 31<sup>st</sup> May 2019**  
**Half Term Holiday**

**Book Return Day – Friday 21<sup>st</sup> June**  
**2019**

**Publication of Results**  
**Thursday 22<sup>nd</sup> August 2019**

# GCSE Examinations

## Monday 13<sup>th</sup> May – Tuesday 25<sup>th</sup> June 2019

(not including Finance retake which will be early July)



*Morning exams start at **9.15am** – Afternoon exams start at **1.45pm** unless otherwise stated.*

***Please arrive 15 minutes before the scheduled start time.***

*Full details of exam dates and times will be made available nearer the time*

### Sample Sheet Only (dates shown below not accurate)

<b>Monday 14<sup>th</sup> May</b>	Digital Media (21526E01) 1h Citizenship Studies (41051) 1h	Morning Afternoon
<b>Tuesday 15<sup>th</sup> May</b>	French Listening (46551F/H) Fdn-35m/Hgh-45m French Reading (46552F/H) Fdn-30m/Hgh-50m	Morning Morning
<b>Wednesday 16<sup>th</sup> May</b>	Religious Studies (40552) 1h 30m	Afternoon
<b>Friday 18<sup>th</sup> May</b>	Physical Education (5PE01) 1h 30m	Afternoon
<b>Monday 21<sup>st</sup> May</b>	English Literature (97151/F/H) 1h 30m Religious Studies (40553) 1h 30m	Morning Afternoon
<b>Tuesday 22<sup>nd</sup> May</b>	Geography (5GB1F01/H01) 1h 15m	Afternoon
<b>Wednesday 23<sup>rd</sup> May</b>	Business Studies (413001) 1h Science (B711/01/02) 1h 15m Biology (B731/01/02) 1h 15m	Morning Afternoon Afternoon
<b>Friday 25<sup>th</sup> May</b>	English Literature (97152/F/H) 1h 15m	Morning

# SUCCESSFUL STUDENTS



**Time in school** – Successful students, as well as working hard in every lesson, actively seek out their teachers for extra help or explanation of areas they are finding difficult

**Workshops** – Successful students attend all relevant workshops, both after school and during holiday periods

**Homework** – Successful students complete at least 10 hours a week of homework and additional study in the period between now and their examinations

**Organisation** – Successful students plan their time carefully, establishing clear revision schedules, knowing the dates of all deadlines and examinations and focusing on those subjects in which they most need to make rapid progress

# SUCCESSFUL STUDENTS



**Support** – Successful students regularly seek support from tutors and mentors to enable them to overcome any barriers to progress and follow advice given by all staff

**Deadlines** – Successful students not only meet deadlines but allow time for redrafting and improvement where possible

**Revision** – Successful students implement a range of different revision techniques, including the use of internet resources and past papers, to ensure that they are well prepared for all examinations

**Urgency and Calmness** – Successful students display a sense of urgency and purpose, remaining calm as exams approach because of the preparation that has been done in advance



**HIGH EFFORT**

**HIGH PROGRESS**

**LOW EFFORT**

**HIGH PROGRESS**

**LOW EFFORT**

**LOW PROGRESS**

**HIGH EFFORT**

**LOW PROGRESS**



High Performing Business & Enterprise and Teaching School



**FULSTON MANOR**  
**YEAR 10 GCSE PARENTS' MEETING**  
**WEDNESDAY, 4<sup>TH</sup> JULY 2018**  
**7:00 PM**  
**MILLENNIUM HALL**



National Support School  
designated by



National College for  
Teaching & Leadership

