



Year 9 Preparing for Success Evening



Thursday 14th September 2017



THE LEIGH ACADEMY

INSPIRING THE NEXT GENERATION

Our Vision



The Leigh Academy inspires the next generation to be resilient and respectful learners who are successful and strive for academic **excellence** by:

- **Challenging** all to become compassionate and active members of our global community.
- Building effective **partnerships** through intercultural and social interactions
- Ensuring **consistent** approaches to develop lifelong learners

Principals



Miss McGill
Academy Principal



Mrs Collins
Academy Principal

DARWIN COLLEGE

Head of College
Mr Lindars



Assistant
Head of College
Mr Stamato



Acting Student
Services Manager
Miss Austin



CHAUCER COLLEGE

Head of College
Miss Forde



Assistant
Head of College
Mr Williams



Student Services
Manager
Mrs Taylor



BRUNEL COLLEGE

Head of College
Mr Shepherd



Assistant
Head of College
Mr Piggott



Student Services
Manager
Mr Jalloh



DA VINCI COLLEGE

Head of College
Mr Brewer



Assistant
Head of College
Mr Lonergan



Student Services
Manager
Mrs Turner





2017 Post 16 and GCSE overview



Post 16:

Increase in results from 2016 across all measures:

36% of all grades A/A* (32% in 2016)

68% of all grades A*-C (66% in 2016)

GCSE:

58% of students secured at least 5 GCSEs including English and Maths at grades A*- C / 9 - 4

64% 4-9 in Maths

70% 4-9 in English Language/Literature

66% 4-9 in at least one Science

New GCSE Grading System

- A - G Letters replaced by Grades 9 - 1
- C2 and C3 are now Grade 4 considered to be a 'Standard Pass'
- C1 to B2 are now Grade 5 considered to be a 'Strong Pass'

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

4 = C
and above and above



English Language & Literature

English Language - 100% examination

Unit 1: READING 19th Century Fiction & WRITING creatively

Unit 2: READING 20th and 21st Century Non-fiction & WRITING transactionally

English Literature - 100% examination

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 9	Dystopian Literature (Creative Writing)	Analysis of Fiction	Journey's End with Conflict poetry Transactional and Imaginative Writing. Eng Lit 1b, 2b		Romeo and Juliet Eng Lit 1a + Conflict poetry Eng Lit 22.	REVISION for Year 9 exam Romeo and Juliet Eng Lit a + Conflict poetry.
Assessment	Eng Lang 1b	Eng Lit unit 2a	Eng Lit unit 1b/2b	Eng Lit unit 1b/2b	Eng Lit unit 1b/2b + Eng Lit unit 2b	Year 9 exams – Eng Lit unit 1b + Eng Lit unit 2b
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 10	Eng Lit unit 2a - A Christmas Carol + Conflict Poetry, transactional Writing and Imaginative Writing.		English Language P1 - 19th Century texts	English Language P2 - 20th/21st Century texts	Complete conflict poetry - 2b	Eng Lang Unit 1 and 2 Spoken Language Endorsement
Assessment	Eng Lit unit 2a/2b	Eng Lit unit 2a/2b	Eng Lit units 1a, 1b, 2a & 2b	Year 10 Pre-Public Exam -Eng Lang Paper 1 and 2 + Eng Lit papers 1 & 2	Eng Lit 2b	Eng Lang units 1a, 1b, 2a & 2b Spoken Language Endorsement

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 11	Eng Lang units 1a (reading response to unseen 19 th century fiction), 1b (creative writing), 2a (reading response to unseen 20 th and 21 st century non-fiction) and 2b (transactional writing)	Eng Lang units 1a (reading response to unseen 19 th century fiction), 1b (creative writing), 2a (reading response to unseen 20 th and 21 st century non-fiction) and 2b (transactional writing)	Eng Lang units 1a (reading response to unseen 19 th century fiction), 1b (creative writing), 2a (reading response to unseen 20 th and 21 st century non-fiction) and 2b (transactional writing)	Eng Lang units 1a (reading response to unseen 19 th century fiction), 1b (creative writing), 2a (reading response to unseen 20 th and 21 st century non-fiction) and 2b (transactional writing)	REVISION for GCSE English Language examination – units 1a, 1b, 2a & 2b	
Assessment	Eng Lang units 1a, 1b, 2a & 2b	Year 11 Pre-Public Exams – Eng Lang units 1a, 1b, 2a & 2b	Eng Lang units 1a, 1b, 2a & 2b	Eng Lang units 1a, 1b, 2a & 2b	GCSE Eng Lang examination	



Maths

- Linear exam (all in one) – one GCSE, no coursework

Grades changed to numbers

- **Foundation - grades 1 - 5**
- **Higher - grades 4 - 9 (3 allowed sometimes)**

So - 100% based on the 3 exams

(1 non-calculator and 2 calculator – each 33.33% worth – 80 marks each)

Revision – available every week in the Colleges (check with your Maths teachers).

Maths - How parents can help?

EQUIPMENT:

To make sure that in every Maths lesson students have:

- Scientific calculator
- Pen and pencils
- Ruler
- Compasses and protractor

Talk about Functional mathematics in every day situations

- Discussing speed and time when travelling in a car
- Looking at price comparisons and percentages in newspaper adverts
- Figuring out what a telephone or utility bill actually means and where the numbers come from
- Comparing prices and looking at best buys when doing their weekly shop
- Budgeting and saving money

Science Combined




Edexcel Combined Science (9-1) (1SCO)


Biology

B1-B5	90 MARKS	1 hr 10 mins	16.7%
B1 + B6-B9	90 MARKS	1 hr 10 mins	16.7%

Chemistry

C1-C5	90 MARKS	1 hr 10 mins	1
C1 + C6-C8	90 MARKS	1 hr 10 mins	 Google Classroom™

Physics

P1-P7	90 MARKS	1 hr 10 mins	16.7%
P1 + P8-P15	90 MARKS	1 hr 10 mins	 16.7%

Separate Sciences (Biology, Chemistry, Physics)



Edexcel Separate Science (9-1)

Biology (1BI0)

B1-B5	90 MARKS	1 hr 45 mins	50%
B1 + B6-B9	90 MARKS	1 hr 45 mins	
			50%

Chemistry (1CH0)

C1-C5	90 MARKS	1 hr 45 mins	
C1 + C6-C9	90 MARKS	1 hr 45 mins	
			50%

Physics (1PH0)

P1-P7	90 MARKS	1 hr 45 mins	50%
P1 + P8-P15	90 MARKS	1 hr 45 mins	
			50%



Google Classroom™

i83db

Teaching and Learning

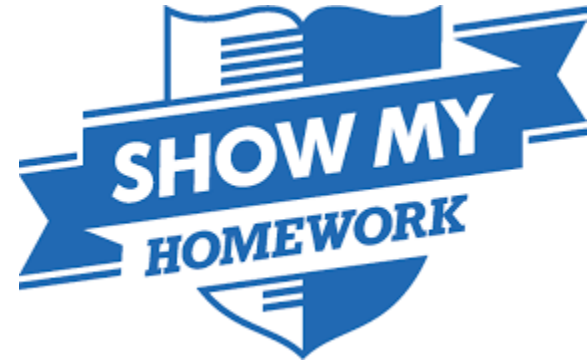


- Committed to supporting your child to be successful
- Personalisation of resources through Google classroom
- Access to online resources and able to email staff for help and guidance.
- Use of iPads and Google Apps for Education to help improve and sustain engagement and allow students to explore Apps and resources that can support their learning.
- Focus on retaining information over time in order to prepare for the terminal exams.
- Wednesday afternoons to develop independent study.
- Support from College teams who have an overview of progress and letters and notification to inform you of your child's attitude to learning.

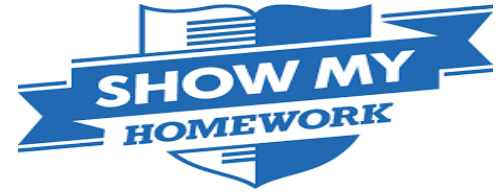
Show My Homework



- The Academy approach to setting, recording and monitoring homework
- Available to view on a link from the Academy website
- Login letters will be given to you by tutors when you meet them later
- As parents you can:
 1. See exactly what homework has been set
 2. See when the hand-in date is
 3. Download the App (Apple or Android) and get notifications when homework is set and due in.



Home Work



Our students will receive home learning from each subject area throughout each module to either consolidate or enhance their learning. This home learning will be uploaded to “show my homework” which you as parents will have access to so you can also monitor your child’s home learning and if they are up to date etc.

This home learning can range from a variety of different sources such as:

- Research task set by teacher
- Reading of a chapter/article
- Project based activities which last over a number of weeks
- Flipped learning - watching content based videos to enhance learning or

Standards and Expectations



- **Readiness** for Learning and Work
- **Responsibility** for Learning and Work
- **Resilience** for Learning and Work
- **Relationships** for Learning and Work
- **Reflection** for Learning and Work

Student Code of Conduct



Student responsibilities - (All students will have this to sign in their 2017/18 Pocket Planner)

- I will treat all members of the Academy community with respect and politeness.
- I will respect the Academy property and environment, and the property of others.
- I will do my best to reach my full potential and take full advantage of the opportunities the Academy offers.
- I will follow all requests and instructions by staff, to follow Academy rules and to accept sanctions in an appropriate way.
- I will arrive in full uniform and wear it correctly as well as coming to the Academy fully equipped and ready to learn.
- I will act as a positive ambassador, both in and out of the Academy.
- I will participate in events and competitions and encourage and praise fellow students who participate. I will not bring inappropriate or unlawful items into the Academy.
- I will cooperate with, and abide by, the Behaviour Policy and any arrangements put in place to support my behaviour, such as behaviour contracts, Pastoral Support Programmes or meetings with parents/carers and external support agencies.
- I will avoid any engagement in antisocial behaviour.

Name of student:

College/Tutor Group:

Date:

Date:

Signed (Student):

Tutor Signature:

Academy Expectations



Students are expected to conduct themselves appropriately at all times, times both inside The Leigh Academy but also in the local community, town centre and when using public transport.

Behaviour for Learning Focus for 2017/18:

1. Punctuality and Attendance Drive - Students must arrive for **8.20am** not 8.30am
2. Launch of The Leigh Academy Inclusion Room
3. Re Launch of Anti Bullying Week
4. Act of Kindness Week - supporting local charities and local people
5. Race, Culture and Diversity - Guest speakers, events and celebrations
6. E-safety presentations, assemblies and awareness
7. Healthy Minds programme
8. Promoting Fundamental British Values
9. Implementation of an excellent vertical Tutor Time programme

E-Safety



1. Ensure your child's social network accounts are set to private.
2. Ensure your child's location services are switched off on all devices.
3. Keep an eye on the amount of 'friends' or followers your child has on their accounts. (how many people do they realistically know)
4. Limit the amount of time your child spends on social networks (strong links to depression and anxiety)
5. Set a curfew for your child to be on devices of an evening so their brain has time to unwind and relax so as to enhance their sleep.



Supporting your child at home



- Help plan a homework timetable - agree how much time will be spent studying, the length of the breaks, start and finish times - tick things off when they are completed
- Find the right place to work at home with the necessary equipment
- Keep calm and supportive
- Get involved - learn with them/test them/let them test you
- Encourage your child to read and discuss what they have read

Supporting your child at home

- Make sure they are eating properly and not relying on sugar/caffeine rich food and drinks - healthy breakfast
- Encourage physical activity, fresh air and time to relax with friends
- Regulate bedtime and the amount of sleep they are getting
- The night before exams/assessments - make sure they are not up until the early hours of the morning revising
- Make sure they are not using phones/games/devices in the middle of the night

Attendance & Punctuality

- What is good attendance?
- Is 90% good enough?
- ½ a day a week missed or
- 1 day every 2 weeks or
- 3 days in a module

So 1 school year at 90% attendance is 4 whole weeks of lessons missed! = 1 grade drop

- 10 mins late a day = 1 ½ weeks a year

Late System



All students are fully aware of the expectation to be in the Academy by **8.20am**.

New system:

- School gates will be locked just prior to 8:30am.
- Students are held and recorded as late by their college SSM's and recorded by reception with a centralised late system updated each day.
- Late detentions are then set for that breaktime and students are expected to attend.
- Students failing to attend WILL automatically be set a Friday SLT detention for that week and parents informed.
- Students late more than 3 times in a module will receive a letter home.
- Students late more than 5 times will require a parental meeting to discuss issues and reiterate standards to parents.
- More than 8 lates = risk of FINE.

Next steps: Module 2

- Expectation of students will be to arrive at 8:25am, after 8:25am they will be deemed as late and the above process will once again take affect.

The Journey to Post 16 @The Leigh



- GCSEs start the journey
- In only 2 years time will be considering Post 16 options
- GCSEs will unlock the door to our different pathways:
 1. Academic Pathway - A Levels and IB Diplomas
 2. Academic and Vocational Pathway - BTECs, A Levels and IB Diplomas
 3. Vocational Pathway - BTECs
 4. International Baccalaureate Career-related Programme - BTECs, IB Diplomas, Core Programme from 2017

International Baccalaureate Career-related Programme (IBCP)



- The IBCP is one of four integrated programmes offered by the International Baccalaureate Organisation (IBO) delivered by over 4,500 schools worldwide.
- The IBCP is a flexible Post 16 programme which recognises the need to combine academic, vocational and practical learning skills.
- As part of the IBCP students must follow a career related course (BTEC or Vocational Programme) between 2 and 4 IB Diploma Courses and the Core Programme.



The next steps.....



Key Dates:

- Y9 Exams - TBC
- Y9 Parent Teacher Event - 28th February