

The best from everyone,
all of the time.

Yr11 Parents Information

evening – Assessment and next steps....



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Yr11 Parents Information evening – Assessment and next steps....

o Evening purpose

- **Outline the processes for assessment this year. Dates, support on offer and what to expect.**

Mr Hayfield – nhayfield@lighthall.co.uk

- **How can we all support your child.**

Mr Brookes - sbrookes@lighthall.co.uk

- **Post-16 – Next steps.... What is out there**

Mrs Mohomed - kmohomed@lighthall.co.uk

- **Student support – Access Arrangements**

Mrs Yu - eyu@lighthall.co.uk

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Assessment – Mr Hayfield

nhayfield@lighthall.co.uk

Assessment Schedule – Key dates

o Dates

- **Mock 1** – all subjects W/c **29/11** and W/c **6/12**
- **Mock 2** – most subjects W/c **21/3**
- **GCSE assessments** – all subjects W/c **16/5**
- **Reporting to parents** – **12/11** (full), **14/1** (mock 1), **8/4** (mock 2). All WAG **not** predictions

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Mock Assessments– Importance

o Mock Assessments

- Used to generate **WAG for college/ Post-16 applications**
- Prepare students for the GCSE examinations
- Allow students and teachers to identify 'gaps' and work on them
- Treat them as the final GCSE examinations

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Virtual Platforms

o Seneca – online revision platform

- Username – School email
- Password - seneca2020

o TEAMs – revision resources

- Username – School email
- Password - School email password

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SENECA

- Interactive revision platform, specific to your child's selected
- Short, sharp and regular revision – targetted

The screenshot displays the SENECA app interface. On the left is a purple sidebar with a home icon, the SENECA logo, and a menu icon. Below this, it shows the user's profile: 'Combined Science Biology: Edexcel GCSE Foundation'. A navigation bar contains icons for a grid, calendar, document, and lightning bolt. The main content area is titled 'Cells' and features a 'New' badge. The text reads: 'All living organisms are made up of cells. Cells are the basic unit of living organisms. They provide structure and carry out certain functions. There are two different types of cell:'. Below the text is a photograph of a bee on a purple flower. A blue circular arrow icon is on the right side of the image. A white box at the bottom of the image is labeled 'Eukaryotic cells' and contains a bullet point: '• Eukaryotic cells are found in plants, animals, fungi and protists (singl'. At the bottom of the screen, there is a 'Feedback?' link and a progress indicator with a green dot and an empty circle.

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TEAMS

< All teams

20/21 Year 11 Mock revision - all...

- Class Notebook
- Assignments
- Grades
- Insights

Channels

- General

General Posts Files Polly Edit | Year 11 reading ... +

+ New Upload Sync Copy link Download Open in SharePoint

Documents > General > Class Materials > **Revision skills - look in here first**

Name	Modified	Modified By
Cornell note taking	November 23, 2020	N Hayfield
Cue Cards	December 9, 2020	N Hayfield
Dual Coding	December 15, 2020	S Brookes
How to revise	December 3, 2020	J Bate
Read, write, cover, check method	December 16, 2020	N Hayfield
Revision clocks	December 4, 2020	C Evans
SENECA	November 20, 2020	N Hayfield

< All teams

20/21 Year 11 Mock revision - all...

- Class Notebook
- Assignments
- Grades
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Channels

- General

General Posts Files Polly Edit | Year 11 reading ... +

+ New Upload Sync Copy link Download Open in SharePoint

Documents > General > Class Materials > Revision skills - look in here first > **Cornell note taking**

Name	Modified	Modified By
Cornell note taking - how to.mp4	November 23, 2020	N Hayfield
Yr11 revision - Cornell note taking .pptx	November 23, 2020	N Hayfield

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Assessment preparation

o How can you support your child's preparation?

- Subjects will share topic lists **at least x4 weeks** before assessments (not the GCSE examinations)
- Range of platforms to support revision – SENECA, TEAMS, BBCBitesize, and many more
- Revision plans – timetable time to revise
- Make children aware of the importance of the assessment outcomes – Post-16 opportunities

Assessment outcomes

○ Key reminders

- As a school we report 'working at grades' (WAGs) these are **NOT** predictions.
- Subjects will provide 'topic lists' / revision planners. These outline the content that could be assessed. **Not exhaustive.**
- Exam dates and seat numbers – **sent to student emails.** Essential students know these details. They are different for each examination.
- Make children aware of the importance of the assessment outcomes – Post-16 options use WAG.

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o Need further help or have a questions

- Staff will be available after the presentation to answer any questions you may have
- Please email the relevant staff member
- Please use the contact slip on your table. Please include your contact detail and student name

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Learning at Light Hall

SUPPORTING YOUR CHILD'S LEARNING

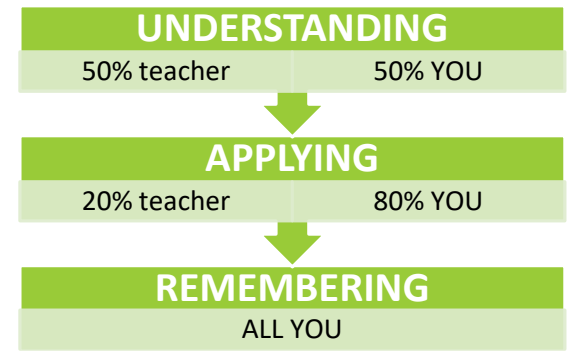
MR BROOKES - sbrookes@lighthall.co.uk



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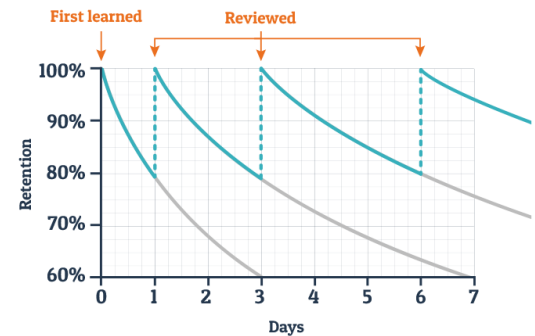
What can your child do?

- UNDERSTAND THE PROCESS**
 - Success starts in lessons (understanding)
 - Apply learning through homework
 - Books/notes are up-to-date and used
- IDENTIFY KEY AREAS & REVIEW (USE IT or LOSE IT)**
 - Y11 Mock Exam topic lists
 - Routine / revision timetable
- COMMIT TO LONG-TERM MEMORY**
 - Active recall of information:
 - PRACTISE makes PERFECT - practice questions
 - Summarise class notes and link ideas



In school	WC 21 st September					WC 28 th September					WC 5 th October					WC 12 th October				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
English	Key terms	Topic 2	Topic 2	Key terms	Topic 2	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1
Maths	Topic 2	Formulae	Topic 2	Formulae	Topic 2	Topic 3	Topic 3	Topic 3	Topic 3	Topic 3	Topic 3	Topic 3	Topic 3	Topic 3	Topic 3	Topic 3	Topic 3	Topic 3	Topic 3	Topic 3
Biology	Key terms	Topic 2	Key terms	Topic 2	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1
DT	Key terms	Topic 2	Key terms	Topic 2	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1	Topic 1

Typical Forgetting Curve for Newly Learned Information



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What can **you** do to help your child?



○ DISCUSS THEIR LEARNING

- Interest - *“What did you learn today... ?”*
- Detail – *How* they learnt? / *What they thought?*

○ REVIEW & SUPPORT THEIR LEARNING

- Prepared – organisation & a suitable environment
- Encourage and monitor Homework (ClassCharts)
- Challenge and Support – *Making mistakes is a GOOD thing!*



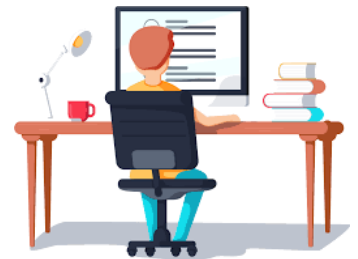
○ KNOW WHAT THEY ARE LEARNING & HOW WELL

- Milestone **assessments** / Exams
- ClassCharts / Email / Parents' evenings



○ DEVELOP THEIR LEARNING

- **READING** – Wider research and **trying things out**
- Online resources – Seneca / DrFrost



- www.bbc.co.uk/schools/parents and
<https://theparentswebsite.com.au/andrew-fuller-a-parent-guide-to-learning-at-home/>

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Homework at Light Hall

SUPPORTING YOUR CHILD'S LEARNING



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Homework

- In all years, **there is a homework timetable.**
- In KS4, **1 piece of homework per week** for all subjects (none for core PE).
- KS4 students should expect to spend **between 30 and 60 minutes per week** working on each of their subjects. (Minimum guide).
- For homework, we use an online platform called **ClassCharts**. This is also used to track achievement and behaviour which can be shared securely in real-time.

HOMEWORK TIMETABLE : YEAR 11 2021-22

Week 1	L1	L2	L3	L4	L5
MON	Science Option B	Science Option B	Science Option B	Science Option B	Science Option B
TUES	Maths Option C	Maths Option C	Maths Option C	Maths Option C	Maths Option C
WED	LM	LM	LM	Geog	Geog
THURS	English	English	English	English	English
FRI	History Option A	History Option A	History Option A	LM Option A	LM Option A

Week 2	L1	L2	L3	L4	L5
MON	Science Option B	Science Option B	Science Option B	Science Option B	Science Option B
TUES	Maths Option C	Maths Option C	Maths Option C	Maths Option C	Maths Option C
WED	LM	LM	LM	Geog	Geog
THURS	English	English	English	English	English
FRI	History Option A	History Option A	History Option A	LM Option A	LM Option A

Week 1	H1	H2	H3	H4	H5
MON	Science Option B	Science Option B	Science Option B	Science Option B	Science Option B
TUES	Maths Option C	Maths Option C	Maths Option C	Maths Option C	Maths Option C
WED	LM	LM	LM	LM	LM
THURS	English	English	English	English	English
FRI	History Option A	History Option A	Option A	Geog Option A	Geog Option A

Week 2	H1	H2	H3	H4	H5
MON	Science Option B	Science Option B	Science Option B	Science Option B	Science Option B
TUES	Maths Option C	Maths Option C	Maths Option C	Maths Option C	Maths Option C
WED	LM	LM	LM	LM	LM
THURS	English	English	English	English	English
FRI	History Option A	History Option A	Option A	Geog Option A	Geog Option A

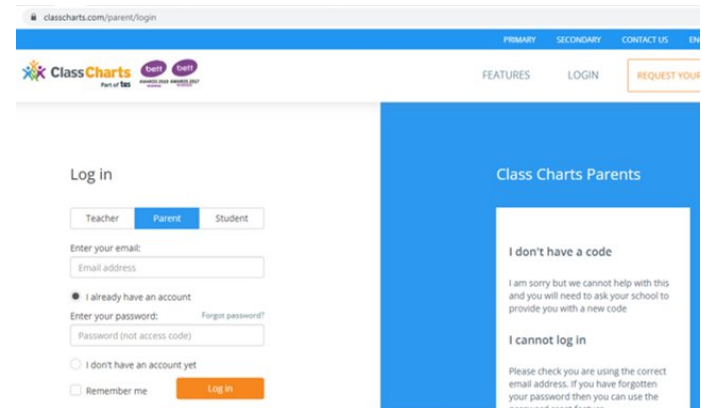
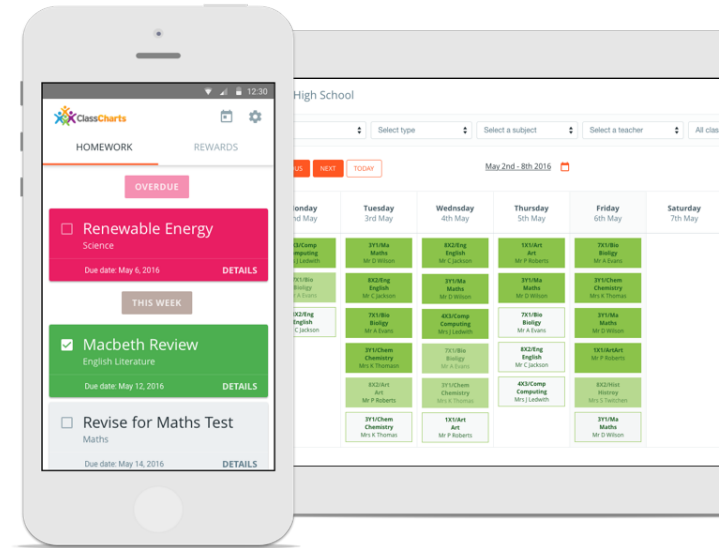
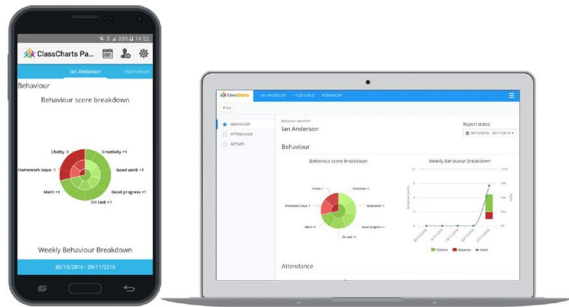


ClassCharts

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ClassCharts

- Keep track of your child's achievements, behaviour, homework tasks and any scheduled detentions.
- One account no matter how many children.
- Class Charts for parents can be accessed via the website, or iOS and Android apps.



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Learning Keys – A summary

To support your child's learning, remember to...

- ✓ Show an interest & discuss their learning
- ✓ Ensure homework routines
- ✓ Support and encourage (ClassCharts)
- ✓ Challenge them to 'have a go' at new things
- ✓ Reinforce that failure is part of learning
- ✓ Build **LONG TERM MEMORY** (Recall and testing)



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Post-16 and 'next steps' – Mrs Mohomed

kmohomed@lighthall.co.uk

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Post 16 – Next steps.....

What will your son/daughter be doing in...

Summer 2022?



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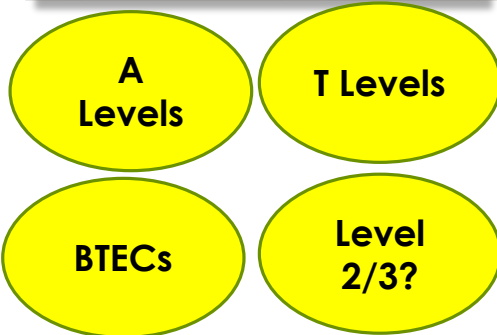
Summer 2022



What are their options?



**Further
Education**
Sixth
form/college



**Apprenticeship
/
traineeship**

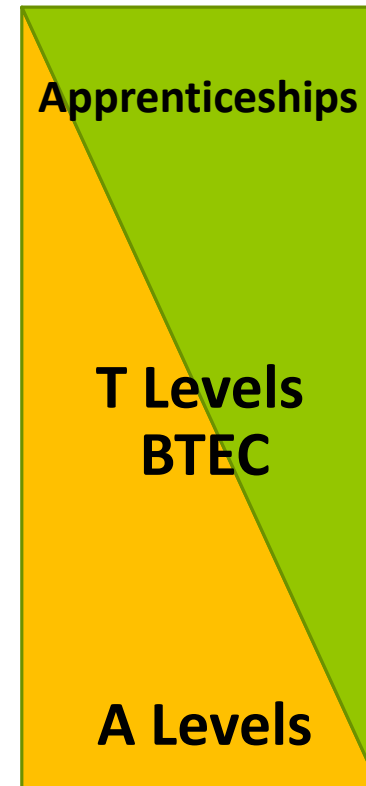


**Job with
training**

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- **An apprenticeship** is mostly working, with some theory! (one day a week in college)
- A **T Level** is class based but with a large chunk of work experience
- **BTEC/diplomas** are class based with lots of practical activities, maybe a short work experience placement
- **A Levels** are classroom based with no work experience.

Academic/
classroom
based



Workplace
experience

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**The road ahead stretches further
than they think**



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- Open evenings
- Entry requirements

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Different routes
explained!

Elevate study
skills

Money matters

In October, Careers
Day—to **prepare them**
for their next steps

Application/int
erview
preparation

Learn about
Apprenticeships

Kudos log ins

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Careers Convention

Wednesday 20th October

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An independent
careers advisor

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Revision sessions in form time

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- **Help and support**
along the way –
open door policy

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○ Still not sorted by
May? Our **advisors**
will pick them up!

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Yr11 Parents Information evening – Assessment and next steps....

Student Support – Mrs Yu

eyu@lighthall.co.uk

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- Access Arrangements

- Access arrangements allow learners with additional needs to access assessments and achieve their potential without changing the demands of the assessment.
- They aim to give all pupils a level playing field in which to demonstrate their skills, knowledge and understanding and should always reflect the pupil's normal way of working in the classroom.
- Access arrangements are not there to give an unfair advantage.

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- Normal Way Of Working

- **The arrangement(s) put in place must reflect the on-going support given to pupils in school. This includes support**
 - In the classroom from support staff
 - In the classroom through QFT
 - Working in small groups
 - In literacy support groups and intervention strategies
 - In internal school tests/ examinations
 - In mock examinations
- **Evidence of NWOW is now judged and inspected on a subject-by-subject basis.**

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- Examples of Access

Arrangements

- Extra time
- Reader or Computer Reader
- Read Aloud
- Examination Reading Pen
- Word Processor
- Scribe
- Prompter
- Practical Assistant
- Braille or Enlarged Papers
- Supervised Rest Breaks

- Extra Time

- 25% extra time is only awarded for the following:
 - Pupils with an Education and Health Care Plan (EHCP) or
 - an assessment completed by an assessor confirming a learning difficulty. So as not to give an unfair advantage the assessment **must** confirm that the pupil has at least two below average standardised scores. The two standardised scores **must** relate to two different areas of speed of working.

- Reader

- A reader is a responsible adult who reads the questions to a pupil. This may involve reading the whole paper or the pupil may request only some words to be read.
- A reader will not be allowed if a pupil's literacy difficulties are primarily caused by English not being their first language.
- A reader or computer reader will not be allowed in sections of papers testing reading.
- Other pupils must not be able to overhear the reader as this would distract them from the exam.
- If several pupils require only occasional reading assistance, they may be accommodated as a separate group with a reader and an invigilator.

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- Exam Reader Pen

- An exam reader pen can read single words or lines of information to you. It may increase the independence of pupils who needed a reader for accuracy rather than comprehension.

An exam reader pen may be used in papers (or sections of papers) testing reading.

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- Word Processor

- Exam word processors are set up as a typewriter only.
- Predictive text software or an automatic spelling and grammar check is disabled unless you have been allowed a scribe or are using voice recognition technology.
- Word processed scripts are attached to any answer booklets which contains the candidates answers.
- Word processors are only granted to pupils with poor handwriting if and only if their handwriting is assessed to be illegible.

- Scribe

- A scribe is a responsible adult who in an exam writes down or word processes a pupil's dictated answers to the questions.
- A scribe will not be allowed in subjects testing writing, such as MFL writing papers, unless the pupil can dictate foreign words letter by letter.
- A scribe will not be allowed if a pupil's literacy difficulties are primarily caused by English, Irish or Welsh not being their first language.
- Scribes should only be requested for pupils who cannot produce written communication by any other means, e.g. by word processor.

- Prompter

- A prompter is a responsible adult who may sit beside the pupil in order to keep his or her attention on the task in hand.
- A prompter is not a reader, a scribe or a practical assistant, but the same person may act as such, as long as permission has been given for any or all of these arrangements.
- The invigilator may act as a prompter. If the prompter is acting as a reader or scribe, different invigilation arrangements will apply.

- Supervised Rest Breaks

o For pupils who have:

- Poor concentration skills
- Extreme stress/ psychological problems
- A medical condition
- Behavioural difficulties
- Rest breaks take place in the exam room and rest break time is added on to the end of the exam.
- Rest breaks can take place outside of the exam hall if supervised (no discussion of exam content allowed).

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- Applications

- Pupils have been formally assessed for Access Arrangements.
- An application has been made to JCQ on the basis of these test scores, evidence of established normal ways of working and a detailed picture of need.
- Late referrals can only be made for a sudden change in need e.g. late diagnosis of a disability, late manifestation of an impairment or a temporary injury/ impairment

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- Support

- Prior to the last two sets of assessments Miss Johnson, Mrs Yu and Mr Hemming have met with all pupils who have access arrangements to explain what they can expect and to answer any questions.
- After assembly on Friday, we will be doing this again prior to their mocks at the end of the month.
- If pupils have any questions, they can speak to Mrs Yu, Miss Johnson, Mr Blunt, Mr Hemming, Mr Hayfield or Mr Busst.