The Fallibroome Academy

a place for excellence

Y10 Parents Information Evening – Starting GCSEs

What do you know about GCSEs?

Mindset

Target Setting

Y10 - The next steps in their education:

- Independence but with that comes responsibility and ownership
- Everything they do now matters – it all counts
- Knowing and understanding the road ahead is now very important
- For example – things students need to know:
  - Do they know the structure of their courses?
  - Exams / Coursework / Dates / Deadlines?

The Fallibroome Academy

Attendance

- We expect our students to attend school every day, unless they are very ill. Missing lessons has a very disruptive effect on learning

- The government define persistent absence as under 90% attendance which is equivalent to….

…..averaging a day off every two weeks

…four weeks of school per year

…200 hours of lost learning across GCSEs

- We become very concerned if a student has an attendance of below 95% in a school year and here is why…

Attendance and Outcomes

Research has shown a clear link between Y10/11 attendance and GCSE outcomes.

Attendance	% of students who got 4+ in both English and Maths
100%	83.7%
Below 90%	35.6%

Mindset

Ability Based

- "You get good grades because you're clever"
- "Aren't you clever!"
- Fixed mindset

Effort Based

- You get good grades because you work hard.
- "Wow – you must have worked really hard!"
- Growth Mindset

The Theory in Practice

1

- **Attribute their successes to their effort** (not their natural talent)

2

- **Attribute their failures to lack of effort** (not a lack of natural talent)

Result

- **Are more willing to take on difficult challenges** (failure does not damage their self-esteem)

If you want to maximise your potential, you need a growth mindset.

Target Setting and Tracking

Targets and grades can easily become ‘ability labels’ and lead to a “fixed mindset”.

“You are a Grade 9 student.”	=	“You are clever.”
“You are a Grade 2 student.”	=	“You are not clever.”

Support the development of a “growth mindset” by being careful about the language used:

“If you work like you have in the past, you are likely to get a Grade 4.”	“If you work harder, you are likely to get a much higher grade.”

So, how do you decide on a good target?

Based on national data and John Smith's performance at the end of Y6 (SATs)

		% chance of achieving each Grade										
Name	**Subject**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**Benchmark**	**Chance of Higher**
John Smith	Biology	1%	1%	1%	1%	5%	25%	39%	25%	4%	7	29%
John Smith	Chemistry	1%	1%	1%	1%	6%	27%	36%	24%	4%	7	28%
John Smith	Drama	1%	1%	1%	4%	11%	25%	33%	21%	3%	7	24%
John Smith	English	1%	1%	1%	1%	8%	34%	39%	17%	1%	7	18%
John Smith	English Lit	1%	1%	1%	1%	8%	34%	39%	17%	1%	7	37%
John Smith	French	1%	1%	1%	6%	19%	36%	25%	11%	1%	6	37%
John Smith	Geography	1%	1%	1%	3%	14%	30%	26%	20%	5%	6	51%
John Smith	Maths	1%	1%	1%	2%	10%	42%	30%	14%	1%	6	45%
John Smith	Physics	1%	1%	1%	1%	7%	31%	36%	20%	3%	7	23%
John Smith	Respect	1%	1%	1%	4%	10%	23%	30%	24%	6%	7	30%

There is no perfect method for producing exact predictions.

All outcomes are possible – it really depends on how much effort you want to put in.

However, it is a very useful **guide** to where a student should be aiming

It can be unreliable for students in subjects like Music, Art, PE, etc.

	6	7	8	9
Biology	25%	39%	25%	4%
Chemistry	27%	36%	24%	4%
Maths	25%	33%	21%	3%
German	34%	39%	17%	1%





"You are a Grade 7 student."

"You can't get a grade…"

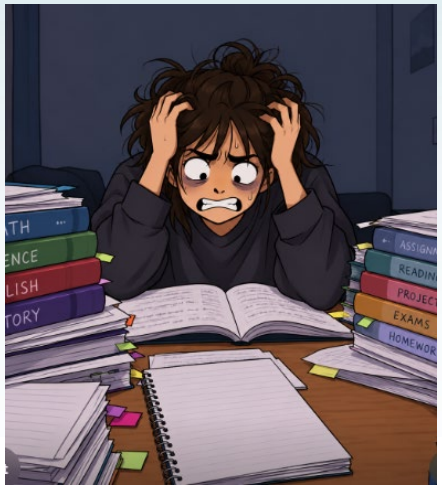
"If you work like you have in the past, you are likely to get a Grade 7."

"If you work harder, you will have a good chance of getting....."

"If you ease back then you might get a…..

Target setting discussions.....getting this right





"It will be fine"
"I only need a …"

Too much pressure and accountability



Too soft

Too hard

We want the students to have ownership of realistic targets

Wednesday 7th October : Target Setting

- Attendance on this day is just as important
- Students are given their own individual **FFT analysis** sheet
- They use this to set and record *realistic* targets in all the subjects they do
- For each subject, they complete a **next step** explaining what they can do to help meet this target. Their tutor will help with some suggestions for this.
- This information is shared and cross-checked with subject teachers
- Wellbeing and team building activities also on this day