



Y10 Parent Information Evening



The NMS Way

Mrs McGloin

Direction of Travel



Culture of high expectations where we do not settle for mediocrity.





New Mills School & Sixth Form

Church Lane, New Mills, High Peak, Derbyshire SK22 4NR



Inspection dates

12–13 September 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good

GCSE Results Day



Key stage 4 measures



New key stage 4 measures encourage a broad and balanced curriculum with a strong emphasis on an academic core:

- New focus on pupil progress – **Progress 8** measures pupils' progress in 8 qualifications. These are:

English

maths

Three of: science, computer science,
history, geography and languages

Any three other
approved
qualifications

- **Attainment 8** measures pupils achievements in the same subjects
- Percentage of pupils achieving a '**good pass**' in **English and maths**
- Percentage of pupils achieving the **EBacc**.

National Changes



Old System

- A*-G
- C grade = good pass
- Coursework, exams
- Modules, retakes

	9
A*	8
A	7
B	6
C	5
	4
D	3
E	2
F	1
G	
U	U

New System

- 9-1
- Grade 5 = Strong pass
- Grade 4 = Standard pass
- More exams
- “increased rigour”
- Linear

GCSE Headlines



GCSE new measures	2015	2016	2017
9-4 (A*-C) Eng & Maths	54%	53%	73%
Attainment 8	(40.87)*	(42.26*)	46.20*
Progress 8	-0.11	0.07	?
Ebacc	15%	17%	19%



GCSE Headlines



	2015	2016	2017
9-4 (A*-C) Eng & Maths	54%	53%	73%
9-4 (A*-C) English	71%	78%	81%
9-4 (A*-C) Maths	61%	56%	79%
5+A*-C (inc Eng & Maths)	54%	51%	65%



Students' Attainment



		9	8/A*	7/A/	6/B	5
Wyatt	Oliver	3	6	2	0	0
Johnson	Jo	2	7	2	0	0
Pindar	Rachel	2	7	1	0	0
Fitzgibbon	Thomas	1	7	1	1	0
Goodwin	Kiera	1	6	3	0	0
Moore	Bryony	1	4	3	2	0
Greer-Arnfield	Mary	1	3	4	2	0
Worsencroft	Meah	1	2	1	5	1
Williams	Erin	1	1	3	4	0
Warhurst	Eleanor	1	1	2	5	0

Students' Progress



Qualification Name	Grade	Target Grade
Art	A*	A
Biology	A*	A
Chemistry	A*	A
English language	8	7
English literature	9	7
French	A	A
History	A*	A
Maths	9	7
Physics	A*	A
RE	A*	A



Students' Progress



Qualification Name	Grade	Targets Grade
Art	D	E
Core Science	D	E
Additional Science	D	E
English language	3	2
English literature	3	2
Construction	L2D	L1P
Media	C	E
Maths	3	2
Geography	E	E



Attitude to Learning



"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

High Expectations



We aim to empower everyone to be the best that they can be.





Linearisation

Mrs Jesson

“New” 9-1 GCSE’s



- Greater demand on students
- Linear
- More knowledge
- Harder knowledge
- Assessment structure
- DFE determine subject content
- Ofqual determine assessment difficulty
- Greater differentiation at the top and upper middle
- GCSEs will become more important to students wanting to go on to HE.
- Change in proportions entered for Foundation/Higher

“New” 9-1 GCSE’s



- Long-term retention
- Synoptic knowledge required “disconnection is the enemy”
- Apply knowledge in new and unfamiliar contexts
- Higher order thinking skills, critical thinking, problem solving
- Extended writing
- No (or very little) controlled assessment ‘safety net’

“New” 9-1 GCSE’s



Steve – Y12 Student in 2016/17	Steph – Y9 Student in 2016/17
In the summer of 2016 he took GCSEs in:	In the summer of 2019 she will take GCSEs in:
English Language	English Language
Maths	English Literature
Additional Science	Maths
Spanish	Combined Science
RE	Spanish
Resistant Materials	RE
History	Product Design
Drama	History
GCSEs from previous summer in: English Literature & Core Science	Drama

“New” 9-1 GCSE’s



Steve (Y12 2016/17)		Steph (Y9 2016/17)	
Total Exams	13	Total Exams:	22
Hours in Exam Hall	18 ³ / ₄ Hours	Hours in Exam Hall	33 Hours
Total Assessment by Exam	49%	Total Assessment by Exam	86.5%



Why is homework important?

- Important preparation and recap
- Work Ethic
- Independence
- Organisation
- Content requirements of the new syllabuses
- High Expectations
- **Check their planner**
- **Motivate them to copy up notes after absence.**
- **Re-read classwork**



Communication

Mrs Jesson

Communication



- Planner
- Phone, e-mail
- Meeting
- Tonight!
- Snapshot Reports: December, March
- Parents Evening: March
- Written Report: May
- Letters
- Praise postcards
- Newsletters



Assessment & Reporting

Mrs Jesson

Targets



KS2 average level (English & maths)	Expected Target	Aspirational Target
Below 2	1	2
2.0 → 2.9	2	3
3.0 → 3.9	3	4
4.0 → 4.4	4	5
4.5 → 4.9	5	6
5.0 → 5.3	6	7
5.4 → 5.6	7	8
5.7 or above	8	9

Summative Assessment



- 3 times per year
- Weeks leading up to “snapshots”
 - November – in class
 - February – in class/in hall
 - June – in hall
- GCSE objectives
- **English Literature = REAL GCSE IN JUNE!!!**

Summative Assessment Forecasts



“Given the information we currently have (homework, classwork, assessments), if you continue like this and do some good revision, we forecast you will achieve a grade”

Reports



- Snapshot Reports
 - Forecasts in each subject
 - 3R's scores for each subject
 - Pastoral information (attendance, rewards, behaviour etc.)
- Written Report
 - Forecasts in each subject
 - 3R's scores for each subject
 - Details of courses, strengths and targets for improvement
 - Tutor report

Attitude to Learning

The 3R's



- **Responsibility** – Proactive: is equipped, prepared, motivated, curious.
- **Resilience** – Recognises the link between effort and achievement, embraces challenge.
- **Reflection** – Engages with feedback, is self-aware.



Conduct, Support and Rewards

Mr Withers

Pastoral Support



- Form Tutors – Daily contact
- Year Managers – Pastoral support/expectations/rewards/attendance/safeguarding
- Progress Leaders – Academic support and challenge/progress monitoring
- Year 10 Progress Leader is Ms Clarkson
- Year 10 Year Manager is Mrs Taylor

Pastoral Support



- Student Support Manager – Attendance/Punctuality/Support services – Ms Carr
- Assistant Headteacher – Personal Development, Behaviour and Welfare – Mr Withers

Conduct



At New Mills we expect all students.....

- Polite
- Courteous
- Respectful
- Honest
- to demonstrate integrity



The Fab Four

Attendance



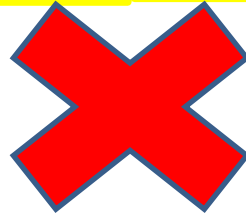
New Mills School believes that a student's good attendance and punctuality is vital if they are to gain the most from the education we provide. We believe that to be successful, all learners require the highest level of access, attendance and engagement and we will work closely with all agencies in order to achieve this. The School aims to achieve an attendance target of 97% annually.

Healthy Eating



To provide pupils with positive healthy eating experiences in order to promote their well-being

Healthy Eating



BANNED ITEMS



- Items will be confiscated
- Placed the in Pastoral office for students to collect
- Students can only drink water in lessons. Only drinks bought in the canteen may be drank in school (other than water)
- Persistent offenders will receive further sanctions

Rewards



- Achievement Points are awarded for a range of reasons
- Postcards of Praise will be sent home for exceptional work, behaviour and attitude.
- Subject teachers will reward good and outstanding work with stickers, stamps and other departmental rewards.
- Leavers' Prom for Year 11 students
- Celebration Assemblies
- Reward trips
- Students who demonstrate positive attitudes to learning are recognised by having good '3R' averages (Resilience, Responsibility & Reflection). These are rewarded through the pastoral systems after each snapshot.