

Clyst Vale Community College

**Year 10 Parents'
Information Evening**

29th September 2009

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The big picture

- Year 10: 38 weeks
- Year 11: 27 weeks (to start of GCSEs)
 - Mock exams (1, in College)
 - Work experience (2)
 - Exams begin in May of Year 11 (8)
- Year 10: **60 %**
- Year 11: 40 %

Even bigger picture

- All but one or two CVCC students progress to further education or employment with training;
- 2011 school leavers will face several career and job changes;
- On average, they have 64 years ahead of them.
- GCSE is a *means to an end*, not an end in itself

Although, the better the means, the better the end.....

GCSE Grades are important

- FE College or Sixth Form
- University
- Employment: “grades get you interviews, skills and qualities get you the job”

Calendar

Year 10


- Dec: Termly Progress Report (TPR)
- Jan: Parents' Evening
- Jan: Science modules
- March: TPR
- March: Maths modules
- March: Tutor mentoring
- April: Year 10 exams
- May/June: Sci' modules
- June: mock interviews
- July: annual report

Year 11


- Oct: Tutor mentoring
- Nov: Maths module
- Dec: mocks, work exp'
- Jan: Science modules
- Feb: Reports, Parents' Evening
- Feb: final exam entries
- March: GCSE pracs
- March: TPR
- April: final coursework deadlines

Calendar

- GCSEs start in September of Y10
 - GCSE exams started with data-handling module in June of Year 9.....
 - Next GCSE exam in January

 - Focus on tracking and reporting
 - Focus on “careers” and goals
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Year 10 is different

- Year 9 → 10 step-up
 - Fewer subjects, but more lessons
 - GCSE Modules
 - Coursework
 - Short-course GCSEs (B&V, Citizenship)
 - Different Pathways
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My experience as a parent

- Y10 Autumn: Working Harder
- Y10 Spring: First Coursework & Exams
- Y10 Summer: Realisation Dawns (Y10 exams, GCSE modules)
- Y11 Autumn: Very Stressy
- Y11 Spring: Coursework again, pressure mounts at end of term
- Y11 Summer: pressure mounts until first exam

One thing which helped my kids...

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
a.m.							
p.m.							
eve							

Con O'Brien, Head of Year 10: What's my role?

- To oversee all aspects of Y10's time at CVCC
- Pastoral support
 - Liaise with tutors (your first point of contact)
 - Be available to talk to you (nice things too please!)
 - Ensure students are supported and valued in school
 - Intervene where necessary
- Academic support
 - Monitor progress across subjects
 - Liaise with teachers
 - Ensure intervention or extension occurs where needed

Support & Guidance

In school

- 7 experienced tutors
 - Wealth of knowledge
 - Approachable
 - Care
- Careers Guidance
- Counselling
- Extra Revision Classes
- MALS Group
- Assertive Mentoring

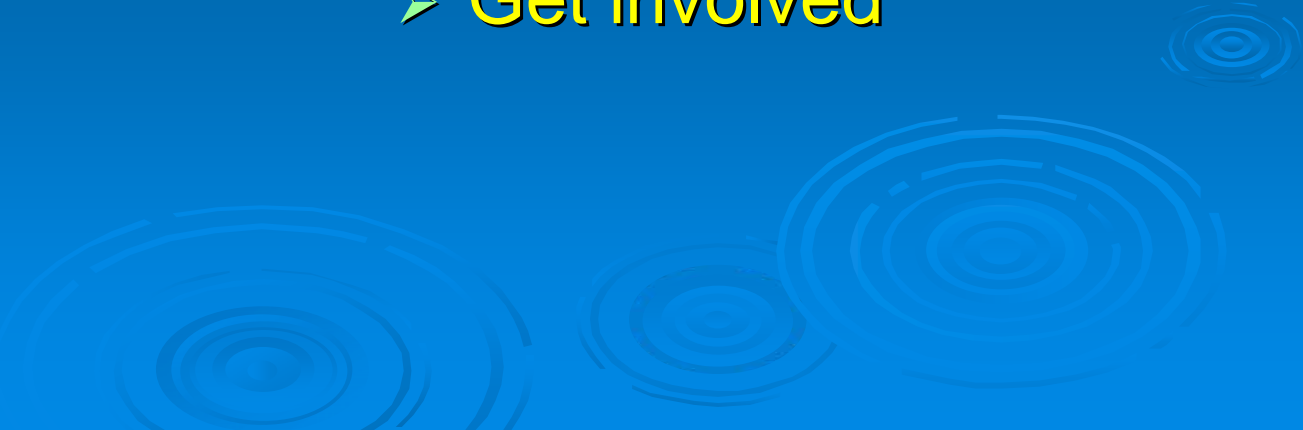
At Home

- Support network
 - A quiet place to work
 - Enthusiasm for school
 - Interest in what's going on
 - Sympathy when it gets too much
 - "Strength" when they get lazy
 - Helping to get the balance right

However, every student is different

- Naturally calm or nervous ?
- Positive or negative drama queen/king ?
- Sporty or not ?
- Biological clock ?
- Sleep requirement ?
- Healthy eater or junk food addict ?
- Eating or not eating under stress ?

Y10 Expectations

- **The Academic Challenge**
 - Clear goals
 - Ready to Learn
 - On time
 - Organised
 - In uniform
 - **Becoming an Adult**
 - Respect others right to learn
 - Support your friends
 - Be a positive role model for others
 - Get involved
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“You don’t know what it’s like to live my life”


You DO know

- Have been a teenager !
- Self-image
- Friendships and peer pressure
- Being under stress
- Organisation & self-discipline
- Planning ahead
- Making choices

Some things are different:

- Coursework ?
- ICT/ Internet ?
- Subject “content” and new subjects
- Style of assessment ?
- Emphasis on applying information ?
- More pressures, more materialism ?

Motivation and Resilience

- “Even more important than ability in determining achievement”
 - No one definition: “the desire to learn and capacity to cope with challenges, setbacks and obstacles”
 - There is no one theory or consensus about motivation
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2 main sets of theories

1. Behavioural

- People are motivated by rewards & sanctions, carrots & sticks

2. Concept of Self

- People are motivated through their beliefs, thoughts, feelings & values

➤ So, motivation is *generated* from inside while being heavily *influenced*, positively and negatively, from outside

Motivation and Schools

- Teachers (or parents) can't force students to learn
- Teachers (or parents) can support and facilitate student self-motivation
- It is actually easier to damage self-motivation – rules, punishments, over-protection, over-controlling, well-intentioned pressure
- The whole of society and education increasingly seeks to motivate from outside

MyMaths and Podcasts....

- No homework ?
- There's always something to do on:
- www.mymaths.co.uk
- www.podcastrevision.com
- And don't forget www.bbc.co.uk/gcsebitesize

Questions and comments

What do you think ?

