



**Upton Court**  
GRAMMAR SCHOOL





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WELCOME TO LEARNING REVIEW DAY

# In this briefing we will...



- Explain the changes in education and the effect these will have on your child.
  - Reformed GCSE's
  - Changes to A-Levels
  - New ways in which performance will be judged
- Explain changes that are taking place at Upton Court Grammar School.
  - Target setting and progress
  - The new reporting format
  - Implementation of new school buildings.

If you have any questions about this presentation, please see a member of the senior leadership team in the green room.

# Why are GCSEs and A levels changing?



The new qualifications will:

1. provide a stronger foundation for further study and employment, keeping pace with the demands of universities and employers.
2. support students in developing the knowledge, skills and values they need for life in modern Britain.
3. match the standards of the best education systems in the world.

# GCSEs: the main changes



- Where possible students will be assessed by exam, with other forms of assessment only for particular subject skills (e.g. in art and design or physical education).
- All exams will be at the end of a three year course of study.
- In *most* subjects, students will not be grouped in different ability *tiers* for the purposes of assessment – only maths, sciences and languages will have different papers for different groups of students.
- Although students can improve their grades through re-takes, only their first result will count in performance tables.
- be awarded in grades from 1 up to 9, with grade 9 being the highest grade.

# GCSE reforms timetable



## **September 2015** (first exams 2017)

- New GCSEs - English language, English literature and mathematics.

## **September 2016** (first exams 2018)

- New GCSEs – history, science, geography, languages, art and design, citizenship, computer science, dance, drama, music, physical education, food preparation and nutrition, religious studies.

## **September 2017** (first exams 2019)

- New GCSEs – other subjects which Ofqual decide will be developed as reformed GCSEs.
- **Please note, at UCGS, students follow a three year Key Stage 4 curriculum. This means that the new GCSE's will be first taught three years before their first examination year as shown above.**

# A levels: The main changes



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Equipping students for success at university and in their careers.

- More involvement from universities in the development of A levels to make sure that students are well prepared for higher education.
- No change to level of demand or grading structure.
- The AS will be separate from the A level, so that the AS marks do not count towards the A level grade.

# A level reform timetable



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## **September 2015** (first exams 2017)

- English language, English literature, English language and literature, history, biology, chemistry, physics, psychology, art and design, economics, sociology, business, computer science.

## **September 2016** (first exams 2018)

- Modern foreign languages (French, German and Spanish), ancient languages, geography, dance, drama, music, physical education and religious studies.

## **September 2017** (first exams 2019)

- Mathematics, further mathematics, design and technology, and other remaining A level subjects.

# What do these exam reforms mean for your child?



- No changes for current year 11 or 13s.
- Year 9 and 10 students will be learning and examined in both new and existing GCSE's simultaneously.
- Year 7 and 8 student's will be learning and sitting new GCSEs at the end of year 11.
- Year 12 students will be learning and tested in AS and 2 year A-levels simultaneously. However, as we have done previously, all year 12's will continue to be tested at the end of year 12 and drop one subject before year 13.

# New School Performance Measures (KS4 only)



- Attainment 8 and Progress 8 will now replace % 5 A\*-C including English and Maths as the headline figures.
- Increased focus on the progress students make rather than their final exam grade.
- Both the new measures focus on performance in 8 subjects rather than 5 (English and Maths will have extra weight).
- A grade C must be achieved in English or Maths.

# Attainment 8



- This is how well a student does (final exam grades) in 8 subjects.
- Subjects included in the 8 must come from certain subjects.
- English and Maths are compulsory and the scores in this category will count double (bucket 1).
- 3 subjects must come from a group of subjects known as the Ebacc group (bucket 2). This includes the sciences, modern foreign languages, history and geography.
- 3 subjects must come from an 'open' group which includes all other GCSE level qualifications such as PE, art, music (Bucket 3). The English qualification (language or literature) that is not counted in bucket 1 can be used in bucket 3, as can left over Ebacc subjects.

# Progress 8



- Progress 8 is calculated by comparing a student's attainment 8 score against that of all other students who started secondary school at a similar starting point.
- This starting point is worked out using a student's end of key stage 2 results.
- If a student's average attainment 8 score is higher than that of pupils who had a similar starting point, a positive P8 score will have been achieved.

# What does A8 and P8 mean for your child?



- Students should continue to strive for the best grades in all subjects.
- Schools (and parents) will no longer only look to support students in changing D's-C's to get a high A\*-C score (we never did this anyway). We want to change C's to B's, B's to A's and A's to A\*'s.
- Student's must also achieve at least a C in English and Maths. If not, GCSE's in these subjects will have to be retaken.



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# CHANGES AT UCGS

# Target setting and progress



- We will continue to set aspirational targets for our students.
- This will enable them to strive for and work towards achieving the best possible grades.
- We use your child's end of primary school score as our baseline and then set targets each year that will help your child progress and achieve at KS4. For Key stage 5, we use GCSE results to set targets.
- We will report how your child is progressing against these targets.

# Reporting



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- Each of your child's teachers are aware of their start point and their target for the end of KS4 and therefore the progress they are expected to make.
- They will assess, through a number of strategies, how your child is performing against their target in a given point at their current stage of study.
- We will use colours to report this progress.
  - Blue- your child is performing substantially better than expected.
  - Green- better than expected
  - Amber- as expected
  - Red- below expected
- There will not be colours on a year 7 term 1 report. The students baseline attainment will be reported however.

- Other changes to the report include...
  - Homework, approach and behaviour grades have been replaced with a single attitude to learning grade (still 1-4 with 1 being outstanding).
  - Written comments by your child's teacher will be included on the report. These will appear three times a year for year 7-10 and in every report for years 11-13. These 'in order to progress' statements will highlight key knowledge and skills that need to be addressed for progress to take place.



Core Subjects	EOY Target	Progress Term 1	Attitude to Learning	Comment
English	7-		2	You have made a good start. Read notes in your booklet to ensure you incorporate the skills into your essay.
Mathematics	7+		1	After a bit of a slow start you are now making good progress. To move onto the next level or higher make sure you give as much detail as possible in your answers.
Science	7-		2	To continue to improve make sure you always concentrate on completing the tasks set and pay attention.
I.T.	7-		1	You have worked well this year, continue to develop your technical skills and software knowledge.
Religious Studies	6-		2	You have shown great enthusiasm for Religious Studies, clearly enjoying the subject, always willing to volunteer and share your ideas. Apply these ideas to your work and you will make

<b>Report Key</b>	
<b>Progress Indicators</b>	 Exceptional Progress  Good Progress  Average Progress  Below Expected Progress
<b>Attitude to Learning</b>	<b>1</b> Attitude to learning is outstanding. Preparation for lessons is consistently of a high standard, including a proactive approach to developing understanding independent of tasks set by the teacher. All work is produced to the best of a student's ability and within the timeframes set.
	<b>2</b> Attitude to learning is good. Preparation for lessons is consistently of a high standard and there is some evidence of independent work. Most work is produced to the best of a student's ability and within the timeframes set the majority of time.
	<b>3</b> Attitude to learning is inconsistent. Preparation for lessons is variable with little evidence of independent work undertaken outside of lessons. Some work is produced to the best of a student's ability but this is inconsistent. Work is regularly not completed within the timeframes set.
	<b>4</b> Attitude to learning is unsatisfactory. Preparation for lessons is consistently of a poor standard and there is no evidence of independent work. Very little work is produced to the best of a student's ability and completed within the timeframes set.

# Parent consultations



- This starts today with the learning review day (LRD).
  - The aim of this day is not only academic performance but an opportunity to learn more about other ways your child's learning can be supported.
- We have reduced the number of parents' evenings for year groups with only year 8 and 10 retaining two.

# New school buildings



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Bond Bryan  
Architects





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