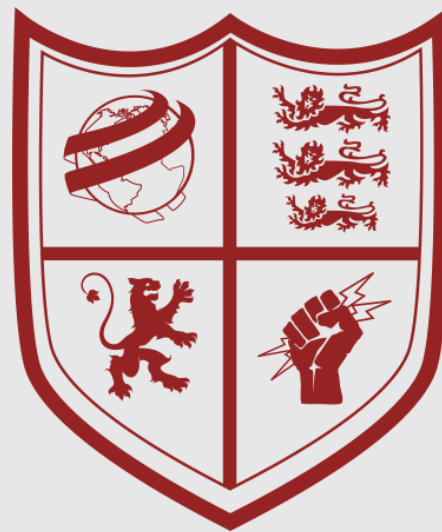


Stretford Grammar School Year 11 Information Evening

15th September 2022



Form Programme 2022-2023

MONDAY	ASSEMBLY
TUESDAY	STUDY SKILLS/ HW CATCH UP UNIFORM AND VALUES CHECK
WEDNESDAY	CURRENT AFFAIRS/ SCENARIOS
THURSDAY	READ ALOUD
FRIDAY	QUIZ

Further education and careers focus

- This term
 - Adaptability
 - CVs and applications
 - Interviews skills revisited
-
- Active learning day 14th October



All about me survey. “How can we help you to figure out what you want to do in the future?”

- I would like to go into some kind of engineering, though have no idea what that would take the form of
- I want to do something in terms of computing for example programming
- I don't know what I want to do after I finish education, but I am figuring it out.
- I don't really know I am interested in business and politics
- My ambition is to possibly do something in psychology or criminology, but I am not sure. My GCSE results will probably help me figure out what I want to do, as well as what I am good at.



“What I am looking forward to this year.”

- I love my art coursework theme and not having to queue at lunch :)
- Trying to get as good as I can in my exams and finishing early
- Biology, chemistry!
- This year I’m looking forward to prom
- Meeting my friends and enjoying the last year together
- lunch whenever, prom, debate club
- Getting back the letters we wrote in year 7
- My GCSEs.



“Anything which worries me about this year.”

- GCSEs and my grades
- Doing my GCSEs and failing them then having to resit and not go to sixth form
- Stress levels
- GCSE's because I want to do well but I struggle to find the motivation, I'm making a revision timetable and trying to find ways to motivate myself as I want to do well but usually start worrying about it more than actually doing anything.
- The amount of exams and tests we will be doing



2022 GCSE results

- 30% Grade 9 (+18% on 2019)
- 56% Grade 8-9 (+28%)
- 79% Grade 7-9 (+29%)

INTERVENTION PROGRAMME

- Revision/ support Sessions
- Mentoring
- Counselling
- Connexions



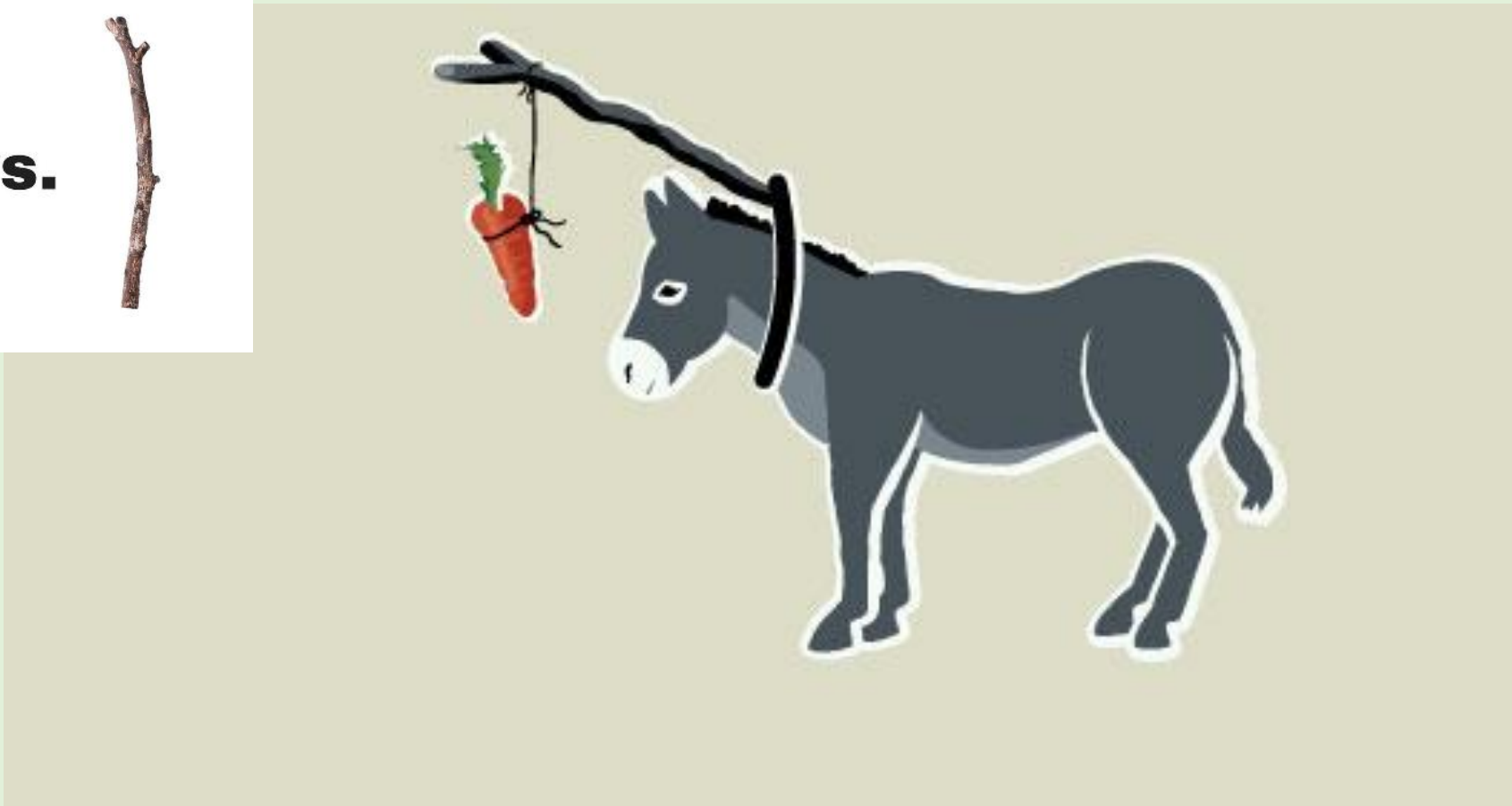
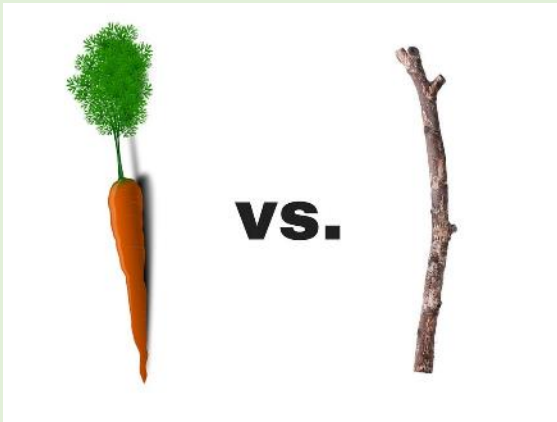
Teacher name	Subject	Support session day	Week	Start time	End time	start date	Room	Type of session
Mr Lea	Art	Monday	1 & 2	15:20	16:30	20/09/2021	AT1	Drop in
Mrs Swales	Music	Monday	1 & 2	15:10	16:30	20/09/2021	UE1	Drop in
Mrs Delaney	French	Monday	1 & 2	13:20	13:45	27/09/2021	AL3	Target group
Mrs Allerton	History	Tuesday	1 & 2	15:20	16:20	20/09/2021	UE4	Target group
Mr Howell	English	Tuesday	1 & 2	15:10	16:00	21/09/2021	English Corridor	Drop in
Mr Stenhouse	Computer Science	Tuesday	1 & 2	15:15	16:15	05/10/2021	AT2/AT5	Target group
Mrs Ashall	Spanish	Tuesday	1	15:10	15:50	28/09/2021	AL5	Drop in
Mr Broome	History	Wednesday	1 & 2	15:10	16:00	22/09/2021	UW3	Target group
Mrs K Carter	Further Maths	Thursday	1 & 2	14:55	15:55	09/09/2021	E5	Target group
Mrs Lees	Drama	Thursday	1 & 2	15:15	16:15	16/09/2021	AT14	Target group
Mrs Lea	RS	Thursday	2	15:15	16:00	07/02/2022	AL4	Target group
Mr Whiting	Geography	Thursday	1 & 2	03:15	16:00	08/10/2021	UE3	Target group
Mrs Barry	Design Technology	Thursdays and Fridays (Thursdays will be drop in and Fridays target group)	1 & 2	15:10	16:30	16/09/2021	AT1	Drop in
Mrs Baxter	English	Friday	1 & 2	15:10	16:00	10/09/2021	E5	Drop in
Mr Hillary	Biology	Friday	1 & 2	13:20	13:50	24/09/2021	W7	Target group

How can I support my child:

**WHAT
CAN  DO?**

1. Give Plenty Of Support
2. Discuss Things Early
3. Take A Real Interest
4. Make Yourself Available To Talk To
5. Provide A Suitable Place To Study
6. Get Them To Plan
7. Encourage Active Revision
8. Help Them Think About The Future
9. Keep Things In Perspective

The carrot works better than the stick





GCSEs are
just one
piece of
the jigsaw



Be flexible

A graphic with a dark teal background and a white border. It features the text 'THE 80/20 RULE'. 'THE' is written vertically in white. '80' is in large orange numbers. '20' is in orange, and 'RULE' is in white.

THE 80/20 RULE

Be flexible – use the 80/20 rule. If your child is sticking to what they are supposed to be doing 80% of the time, they will be doing alright

Allow Balance



Agree the balance between work and social life and stick to the agreement. Again, flexibility is the key – if a special night comes up, agree that they can make up the work at a specified time

Don't Compare!



D A:



Help with the Basics:

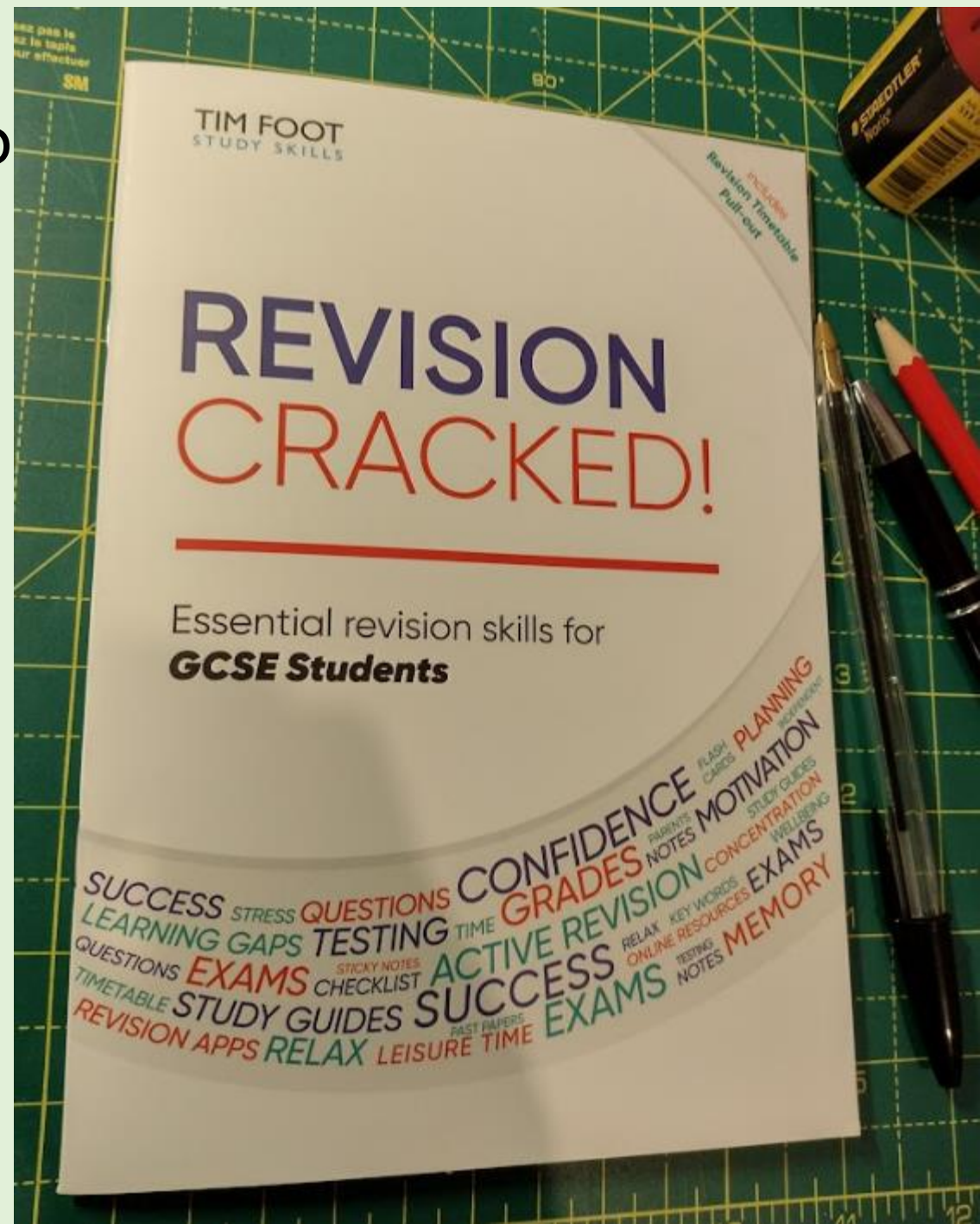
- Attendance
- Punctuality
- Uniform
- Equipment, bag packed
- Homework deadlines, (Google Classroom Guardian)
- Communication – Contact details, names on exam certificates, Class charts.

What should your child be aiming for in Y11?

- 1. Work Hard From The Get-Go
- 2. Find A Good Place To Study
- 3. Understand Things As They Go Along
- 4. Keep On Top Of Homework
- 5. Start Writing Flashcards Now
- 6. Use Revision Methods That Work
- 7. Revise For All Tests
- 8. Go To Revision Sessions Run By Teachers (They know you)
- 9. Get A Good Study-Life Balance
- 10. Enjoy Year 11!

What works with revision?

- Getting organized
- Sticking to a plan or timetable (where possible)
- Breaking big tasks down into small achievable steps





Create

GCSE

A Level & IB

University

Study planner

Past papers

For teachers

servicenow

 Creating new ways to work that
 actually, well, work.

Learn More

Thanks for registering as a teacher on Get Revising.

You are able to use the site from now but please bear with us while we check your teacher status.

Create a revision timetable

Make studying manageable. Build a plan around your life. Get confident for your exams.

Get started. It's free

Organise your revision time

Balancing studying with the fun stuff in life can be difficult. Revising can get in the way of everything from meeting friends to relaxing after school.

Building a revision plan helps you manage your time more effectively. It gives you a clear idea of what subjects and topics you'll be revising each day and helps you organise your studies around your life.

The Study Planner:

- ✓ Builds revision sessions around your life
- ✓ Automatically adds revision sessions for you
- ✓ Reminders of revision sessions

Get started. It's free

This week							
20th - 26th April							
See earlier	Mon 20th	Tue 21st	Wed 22nd	Thu 23rd	Fri 24th	Sat 25th	Sun 26th
	GCSE Law	AS Mathematics	AS Psychology	AS Biology	AS Psychology	Lie in	Lie in
	AS Mathematics	AS Mathematics	AS Psychology	add activity	add activity	Badminton	AS Psychology
	AS English Literature (AQA)	Free time	AS Biology	GCSE Law	AS English Literature		add activity
	AS Mathematics (Edexcel)	add activity	add activity	AS English Literature (AQA)	add activity	AS Biology	AS Mathematics (Edexcel)
	Extra Maths revision	AS English Literature	add activity	AS Biology	Lunch with Izzy	AS Biology	add activity
	AS Biology		GCSE Law	AS Psychology	add activity	AS Psychology	add activity
		Free time		AS Mathematics	AS Biology	AS Psychology	

A space to learn.



A space where learning can take place.

- Anti-Procrastination Apps:



REVISION IS AN ACTIVE PROCESS



Facts
Application
Practise
Review
Reflect
Rest
Repeat



Clas 2.3 Properties of iron and steels.

- Pure iron is too soft for it to be useful.
- Controlled quantities of elements are added to make alloys of steel.

Alloy Steel = A metal that contains other elements.

Carbon Steel = Iron that has been alloyed with other elements. Small amounts of Carbon (0.03% to 1.5%) Simplest type of steel.

Low alloy steels = more expensive than carbon steels. They contain between 1% and 5% of other metals e.g. Manganese and titanium.

High alloy steels = Even more expensive. They contain a much higher percentage of other metals.

Stainless steels = Scientific names Chromium-nickel steels. They do not rust, corrode and they are very strong.

In alloy, the layers cannot slide so easily because atoms of other elements change the structure.

Clas 2.1 Extracting metals

Metals are found in the Earth's crust. We find most metals combined with other chemical elements, mostly oxygen. The metal must be chemically separated before you can use it. If there is enough metal of metal compound in a rock, it's worth extracting, so this is a metal ore. Gold and silver are very unreactive; they are found as the metals (elements) themselves. They are in their native state. Sometimes a nugget of gold is so big, it can be picked up. We extract metals by the reactivity series.

This lists the metals in order of their reactivity. A more reactive metal will displace a less reactive metal from its compound.

Most reactive
↑
↓
Least reactive

Most reactive	Least reactive
Potassium	Platinum
Sodium	Gold
Calcium	Copper
Magnesium	Lead
Aluminium	Tin
Zinc	Iron
Carbon	Hydrogen
Iron	Carbon
Lead	Carbon
Copper	Carbon
Gold	Carbon
Platinum	Carbon

With carbon, the carbon removes the oxygen from the metal oxide to form CO₂.

Instead of just reading notes.. Students should

- Quiz themselves, quiz classmates, write test questions and then practice answering them.

“It is all about training your brain to access the information and use it”





Sarah-Jayne Blakemore

INVENTING OURSELVES

The Secret Life
of the Teenage Brain

'You will understand your
children better for reading it'

THE TIMES



Key dates

- 20th September – Entrance exam, school closed
- 14th October – Inset day
- 20th October – Active Learning day 1 - Diversity
- 21st October - Half term break
- 2nd November – Y11 Parents evening 1
- 14th November – Mocks (2 weeks)
- 9th December – Deadline for external college applications (Paper forms)
- 15th December – Mock results day
- 16th December - Christmas break
- 9th February – Half term break (Thurs) SGS 6th form application deadline
- 28th February - Active Learning day 2 – RSHE
- 29th March - Y11 Parents evening 2
- 31st March – Easter Break
- 15th May – GCSE exams commence (expected date)

Contact details:

j.hillary@stretfordgrammar.com

0161-865 2293 extension 245

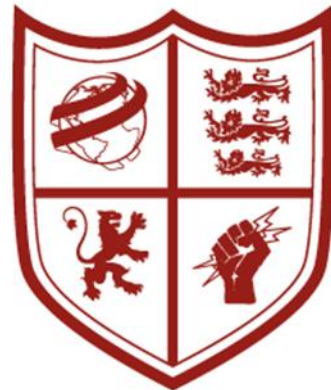


THANK YOU

FOR ALL YOUR SUPPORT

Ready Respectful Safe - Successful
H Dolphin

Assistant Headteacher Student Welfare and Support
h.dolphin@stretfordgrammar.com



Stretford
Grammar School

Aspirat primo fortuna labori



A word cloud on a dark purple background featuring various terms related to academic pressure and stress. The words are arranged in a roughly circular pattern, with 'assessment' at the top and 'workload' at the bottom. The colors of the words include white, yellow, orange, pink, and magenta.

assessment
revision stress competition
sixth form fatigue homework
expectations college mock
exam university deadline
pressure test
attendance
workload



A word cloud centered around the word "Positive". The word "Positive" is the largest and most prominent, rendered in a light blue serif font. Surrounding it are various other words in different sizes, colors, and orientations, including "Encouragement", "Starting", "guidance", "models", "example", "Facing", "advice", "Trust", "Asking", "positives", "role", "Leading", "Conversations", "consent", "Balance", "challenges", "Listening", and "Connection". The words are arranged in a circular pattern around the central word, with some overlapping.

Encouragement

Starting

guidance

models

example

Facing

advice

Trust

Asking

positives

role

Positive

Leading

Conversations

consent

Balance

challenges

Listening

Connection



In order to best support your child and keep him/her safe, it is essential that the information we hold on them is up to date and accurate. This is especially important for medical information and contact details. We would be very grateful if you would log onto SIMS Parent and review the data we have on record carefully. Please make any changes required and update any information, which is not accurate. There is information on our website on using SIMS Parent under Parents. We will be reminding you termly to review this important information.



Stretford Help

Help with school IT Systems and Services

Notice from SGS IT Services



Parents / Students: Should you need further IT assistance that cannot be resolved by following the guides, please contact [studenthelpdesk\[at\]stretfordgrammar.com](mailto:studenthelpdesk[at]stretfordgrammar.com).

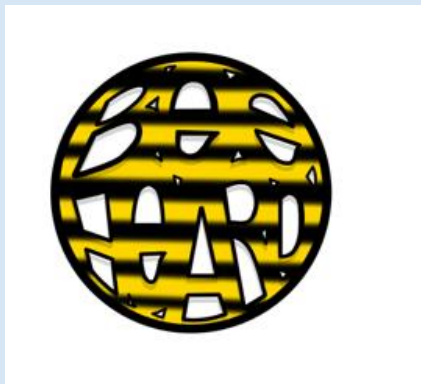
PARENT
GUIDES

STUDENT
GUIDES

STAFF
GUIDES



- **Aspiration**
- **Respect**
- **Endeavour**



Violence ^{Sexual} Harassment Abuse
#NeverOK #NeverOK #NeverOK

BULLYING **RACISM** DISCRIMINATION
#NEVEROK **#NeverOK** #NeverOK

Homophobia Transphobia Sexism
#NeverOK #NeverOK #NeverOK

Student Bullying Referral

Form description

First Name



= Short answer



Short answer text



Students

[HOME](#) > [STUDENTS](#) > [WELLBEING](#)

In This Section

[Reporting a Concern](#)

Wellbeing

Student well being and mental health is of the utmost importance. Within school curriculum and we are also part of the Oxford Myriad project which has resulted in wellbeing being an important part of the curriculum. Whilst in its infancy, the data suggests that it is the wellbeing of teenagers and we are proud to be a partner in such a vital area of

Oxford Myriad Project

We recommend the following resources for support but if you need to speak to someone, please fill in the form at the end of this page:

Five ways to Wellbeing:

Stop, Breathe and Be : .b

Possible Signs of depression

Signs of depression in children

Symptoms of depression in children often include:

- sadness, or a low mood that does not go away
- being irritable or grumpy all the time
- not being interested in things they used to enjoy
- feeling tired and exhausted a lot of the time

Your child may also:

- have trouble sleeping or sleep more than usual
- not be able to concentrate
- interact less with friends and family
- be indecisive
- not have much confidence
- eat less than usual or overeat
- have big changes in weight
- seem unable to relax or be more lethargic than usual
- talk about feeling guilty or worthless
- feel empty or unable to feel emotions (numb)
- have thoughts about [suicide](#) or [self-harming](#)
- actually self-harm, for example, cutting their skin or taking an overdose

Possible Signs of Child Sexual Exploitation

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a [sexually transmitted infection](#)
- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- increasing their screen time or showing unusual use of online platforms, such as websites, social media, apps or games
- they may also show signs of unexplained physical harm, such as bruising and cigarette burns

Possible Signs of radicalisation

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with children who are different
- Becoming abusive to children who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

Online behaviour

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

A parent and carers introduction to Asking The Awkward

Unsure where to start? Our introduction to Asking The Awkward helps you to prepare for regular conversations with your child about online relationships and related topics. It also offers advice on how to keep conversations positive and what to do if your child tells you something that worries you.

Download A parent and carers introduction to Asking The Awkward [here](https://www.thinkuknow.co.uk/parents/ask-the-awkward/).

<https://www.thinkuknow.co.uk/parents/ask-the-awkward/>

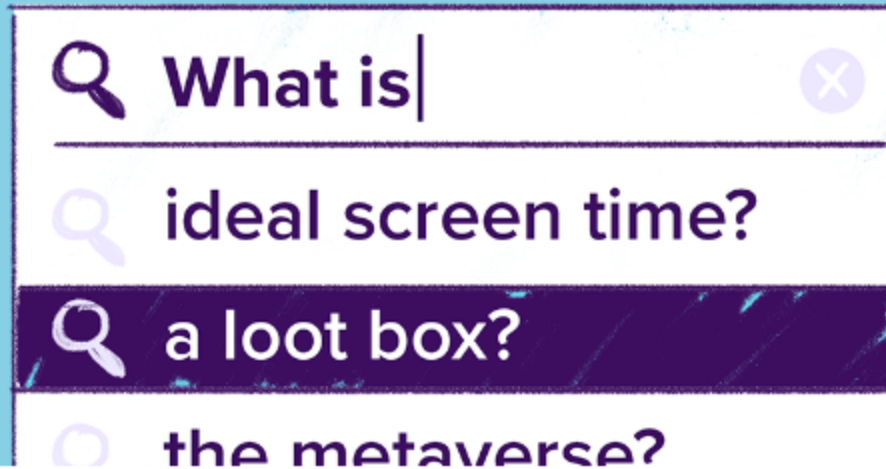
CONVERSATION STARTERS

*Do you see
online and offline
as different
worlds?*

*In what ways
does being
online make life
better for you?*

*How does being online
help you feel connected
to others?*

pZ LIBRARY



Q What is|

Q ideal screen time?

Q a loot box?

Q the metaverse?

It's not easy being a parent in the digital age

It can be daunting to feel you have no life experience to fall back on, because your child explores online spaces you could have never imagined at their age.

But the good news is you already have a lot of what you need to be a parent in the digital world. You can afford to be confident.

<https://parentzone.org.uk/library>



Join the conversation around the future of digital family life

We're delighted to announce that Parent Zone's Digital Families conference is back for 2022.

Date: Tuesday 18 October 2022

Location: Royal Society of Arts (RSA), London, [WC2N 6EZ](#)

Cost: Free

Hear from expert speakers across the worlds of technology, education, parenting and online safety – and meet a network of like-minded professional delegates.

Click below to find out more and **register** to attend.

<https://parentzone.org.uk/article/yubo>

Internet Matters

My Family's Digital Toolkit

Enter your details to receive your personalised toolkit
once you've completed the form.

 [How we use your data](#)

YOUR FAMILY NAME:

YOUR EMAIL ADDRESS:

Get your personalised online safety toolkit in a few easy steps

- Answer some simple questions about your children's digital habits (takes just a few minutes)
- Provide an email address to receive your own personalised online safety toolkit

Use the toolkit to:

- Get age-specific advice to support your children online
- Learn about popular apps and platforms your children use
- Get information about how to deal with any online safety concerns
- Get recommendations for digital tools to support their interests and wellbeing





Remote Desktop Web Client

Dolphin - helen.dolphin140968@

internetmatters.org/hub/dwt_results/1662972570/

Sign in to your acco... Stretford Grammar... Sign in to your acco... Google Maps MFL Craft @Botone... Online UniConverte... Wheel of Names | R... School

 In partnership with 


About us Inclusive Digital Safety Search


ONLINE ISSUES ADVICE BY AGE SETTING CONTROLS GUIDES & RESOURCES NEWS & OPINION SCHOOLS RESOURCES


You are here: [Home](#) > [Dolphin - helen.dolphin140968@gmail.com](#)



Here is the Dolphin Family Digital Toolkit

We've organised the resources by age and things you can do with a little or a lot of time on your hands. Use the age-specific dropdown and navigate; Things to do now, Things to explore further and Longer reads tabs to explore the resources.

For your children aged: 14+ 


5 MINUTES?














Things you can do now.







Things to explore further.

Longer reads to support your child.

In the next 5 mins, read up, watch and learn about what you can do to help your child feel more confident onl... es they

Type here to search



16°C ^      ENG 09:53 12/09/2022 

Internet Matters

Online safety family agreement

Things to do together

Use this family agreement template to set some digital rules about tech use in and out of the home.

[Download PDF](#)

[BACK TO TOP](#)



<https://www.internetmatters.org/connecting-safely-online/things-to-do-together-to-help-young-people-connect-with-others-safely/family-agreement-activities-to-do-together/>

Family agreement

A great way to start positive family conversations around safe and responsible internet use, and to agree clear expectations and boundaries.

Things to consider

Getting started

- What do we enjoy doing online?
- What apps, games and websites do we use the most?
- What devices, tech, toys or games do we have with internet access?
- Do we already have any rules about use of tech we want to include in our family agreement?

Managing time online

- How long do we spend on our devices?
- How does it feel when we use tech for too long?
- How do know when our screen use is interfering with family life?
- What can we do to help avoid overusing tech?

Sharing

- What is or isn't okay to share online?
- What should we check before posting images and videos online?
- How do we keep personal information belonging to ourselves and others safe?
- Do we need a family email address to use when signing up to new accounts?
- Do we know how to use privacy settings and strong passwords, and why these are important?
- How can we use features like livestreaming and disappearing content safely?

Online content

- What can we do if we see something online which seems unreliable or untrustworthy?
- When is it okay to download files, games or apps, or click on a link?
- Do we know what the age requirements, or ratings, on the games and apps we use mean?
- Do we need any restrictions on making in-game or in-app purchases?
- Which websites are okay for us to use?

Use the questions below to help guide your conversations, focusing on those most relevant for your family.

Turn over the page for a template where you can record your agreements and expectations in writing.

Communicating online

- Who can we talk/chat/play games with online? Do we only know them online, or offline too?
- How can we keep ourselves safe when communicating with people who we only know online?
- How can we be a good friend when we are online?

If things go wrong

- What can we do if we feel uncomfortable or upset by anything we see or hear online?
- What should we do if someone we only know online asks us for photos, to meet up, or to share personal information?
- Do we know where the report and block buttons are online?

To finish...

- How could parental controls help our family?
- What will happen if one of us breaks the family agreement?
- When should we review our family agreement?

Once you've talked about your family's use of technology and the internet, think about what simple steps you can take going forward.

<https://www.childnet.com/resources/family-agreement>

Family agreement

Use this template to put your agreement down in writing.
Why not display it somewhere at home like on the fridge
or a noticeboard?

Who is this agreement for?

We agree to...

E.g. Be kind and respectful online.

Who is responsible for this?

E.g. We will all make sure we only post kind comments.

What happens if someone doesn't follow the agreement?

How long will our agreement last for and when will we review it?

Signatures

Top tips

- 1 Make sure that both adults and young people are open to changing their online behaviour as a result of your agreement.
- 2 Consider your tone. Are you focusing on negative behaviour or promoting positive behaviour?
- 3 Make sure your agreement works for your whole family and everyone is happy with it.
- 4 Review your agreement in the future to make sure it reflects the current needs and ages of your family.

Support Services in School



BY

INTERNET



Faking health disorders online

Parent Zone's sister organisation, [VoiceBox](#), has launched a report into an eye-opening new trend: faking health disorders online.

Here, VoiceBox's director Natalie Foos explains the complexities of "Munchausen by Internet", and how seeing people pretend to have certain conditions online makes those who really are living with them feel.

Fabricating symptoms

Young people are increasingly using social media to discuss their experiences of life with conditions such as autism, obsessive compulsive disorder (OCD), dissociative identity disorder (DID) and Tourette's. This has been fantastic for raising awareness, allowing young people to connect with a community and share their experiences.

Munchausen by Internet

At Voicebox, we strive to share the voices and concerns of young people, no matter the topic. Our research is guided entirely by the subjects raised to us by our content creators and youth ambassadors. Listening to the often ignored voices of young people has led us to create our latest research piece, Munchausen by Internet.

In recent months there has been growing concern about the increasing frequency at which young people online portray mental health problems which they do not have. Searches for “fake tourettes” and “fake DID” have shot up recently due to this trend that has flooded social media.

The development of this trend poses a number of questions for young people, social media companies, and mental health professionals alike. Why might someone fake a disorder online? How may this harm the content creator and their viewers? If there is harm, what can be done to mitigate it, and by whom? Is this “faking” a mental health problem online a symptom of its own mental health problem, Munchausen by Internet? These are the questions we explore in our report.

Once again, our research is guided entirely by our growing community of young people, and we do our best to unpack the topics brought to us, regardless of their complexity or delicacy, with care, balance and understanding. Given the difficult topics explored in this piece, many organisations refused to add to the conversation out of fear of backlash, but this only proved to us how important it was to perform this research. As such, we thank the young people, experts, and organisations who were willing to help guide our research.

<https://voicebox.site/assets/munchausen-by-internet.pdf>

Assess



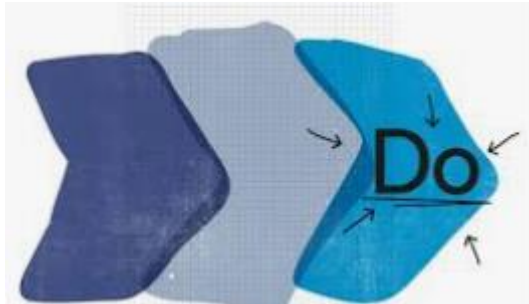
Wellbeing screener	
Self-referral	
Class Charts Wellbeing app	
Teacher referral	
Check-in	
External agency	
Observations	

Plan



Meeting with the student	
Referral to the School Counsellor	
Referral to Trafford Thrive	
Parental Meeting	
Referral to TTT	
Referral to SEND	
Referral to the School Nurse	
Referral to CAMHS	

Do



Peer mentoring	
One-to-one counselling	
One-to-one CBT-based counselling	
Group therapy	
Mindfulness	
SEND assessment and monitoring	
Wellbeing plan	
Key Worker	
Time Out Pass	
EBSNA toolkit	



School Counsellor

- Mon to Thursday
- 1 hour appointments weekly or fortnightly
- Confidential Service
- What is discussed is only shared if there is a safeguarding issue
- Students/parents/staff can make a referral



Coffee Morning
Wednesday 5th
October
Stretford Grammar
9.30-10.30

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=YWmGTxZZtkw>

YEAR 11 EXAM STRESS WORKSHOP

The aims of the workshop are to:



- Understand stress
- Get an idea of how stress can affect us
- Identify strategies to help manage exam stress



Parental Wellbeing Workshops

Trafford Thrive will be holding some online parent workshops from September 2022 around youth mental health and wellbeing. We would like to know which topics to offer. Please indicate your preferences from 1-5 on the following subjects you would like to be included. 1 = least preferred, 5 = most preferred

Email *

Valid email

This form is collecting emails. [Change settings](#)

Self-harm



Multiple choice



☐ 1



☐ 2



☐ 3



☐ 4



☐ 5



☐ Add option or [add "Other"](#)



Required





These are some of the issues that TTT could help you with but there may be other things you would like help with so please make contact:

- Dealing with times of change
- Your child's self-esteem and confidence
- Your child's school attendance
- Challenging behaviour
- Family relationships
- Financial difficulties
- Parenting strategies
- Understanding your child's development

Your School Nursing Service

Someone you know and can trust...

Your School Nursing Service can work both in and out of School to help provide or find you support about:



Keeping Healthy

Immunisations

Emotional Health

Weight Management

Sexual Health

Drugs and Alcohol

Smoking

We can also help make sure that young people with disabilities, long term illness, or other needs can receive extra support when they need it. If we can't provide the help ourselves, we will connect you with someone who can.

Confidential

We provide a confidential service. This means that you can discuss personal information in confidence. We will not discuss your personal information with anyone else without your permission. This includes parents and teachers. We would only pass on your information in order to protect you or someone else from serious harm. Otherwise possible we would discuss this with you first.

Qualified

School Nurses or Specialist Community Public Health Nurses are qualified nurses or midwives with specific graduate level education, and work with a team to support you.

Non Judgemental

We are here to help, not to judge.

When and Where can I Access my School Nursing Service?



Free, safe and anonymous online counselling and support

**"I don't think I could've spoken
to someone face-to-face."**



Chat to our
friendly counsellors



Read articles written
by young people



Join live
moderated forums

kooth

www.kooth.com

42ND STREET



Supporting young people under stress

shout

85258



NSPCC



SAMARITANS

MiSP
MINDFULNESS
in SCHOOLS
PROJECT

NHS

nhs.uk

YOUNGmiNDS

fighting for young people's mental health

CAMHS

Child and Adolescent
Mental Health Services

SEND

- Online Parent Forum
- Contact
SENDdepartment@stretfordgrammar.com
- Information Report
- Trafford Local Offer



**LET'S
KEEP
IN TOUCH**

Assessment in Year 11

D Price

Assessment

- Checkpoints are identified that correspond to key specification reference points, e.g. end of units or topics, and are delivered at times most suitable for delivery.
- Checkpoint assessments are delivered at those times by the department.

Mock Exams

- In Year Y11 students will also have at least one mock exam that will assess a substantial proportion of the specification and provide the most valid indicator of educational attainment as it covers a larger portion of the course.
- This exam week is scheduled for two weeks in the week beginning 14th November and will take place in the hall.

Reporting GCSE

Reports

- This will include:
- i) The reporting of attainment calculated from assessment results produced up until that point
- ii) Attitudinal Descriptors (see next slide)
- iii) Attendance and punctuality data
- The summer term will have the addition of a full form tutor report, and Progress Leaders report, that will provide a holistic overview of performance across the subjects, as well as commenting on other aspects of your child's education such as commitment to extra-curricular activities, and how well the student displays the school values of Ambition, Respect and Endeavour
- In addition there will be a Grade Forecast reported back after the Year 11 exam and in the final report

Attitudinal Indicators - Homework

Attitudinal Grade	Homework
1. Outstanding	Students display the school values of <i>endeavour</i> and <i>ambition</i> by producing work to an exceptional standard that is <i>always</i> submitted on time that goes <i>above and beyond</i> that completed by their peers.
1. Good	Students display the school value of <i>endeavour</i> by completing homework to an expected standard and <i>always</i> submitting it on time.
1. Requires Improvement	Students do not <i>consistently</i> display the school value of <i>endeavour</i> . Some homework has not been completed to the expected standard <i>and/or</i> has not been submitted on time

Attitudinal Indicators - Classwork

Attitudinal Grade	Classwork
1. Outstanding	Students display the school values of <i>endeavour</i> and <i>ambition</i> by <i>always</i> producing classwork to a high standard that goes <i>above and beyond</i> that of their peers.
1. Good	Students display the school values of <i>endeavour</i> by completing classwork that is <i>always</i> complete to the expected standard.
1. Requires Improvement	Students do not display the school values of <i>endeavour</i> . Some classwork is incomplete <i>and/or</i> is below the standard expected

Attitudinal Indicators - Behaviour

Attitudinal Grade	Behaviour
1. Outstanding	No behavioural points have been recorded by the student in lessons for this subject this term. The student <i>always</i> gives their <i>best effort first time</i> and <i>always</i> acts as an ambassador for the school value of <i>respect</i> in their interactions with staff, and with others, that goes above and beyond that shown by their peers.
1. Good	No behavioural points have been recorded by the student in lessons for this subject this term. The student acts as an ambassador for the school value of <i>respect</i> in their interactions with staff, and their peers.
1. Requires Improvement	Behaviour points have been lost for this subject this term. There have been some interactions with staff, or others, that fails to display the school value of <i>respect</i> through breaching aspects of the school's behaviour code.

Grade Forecast

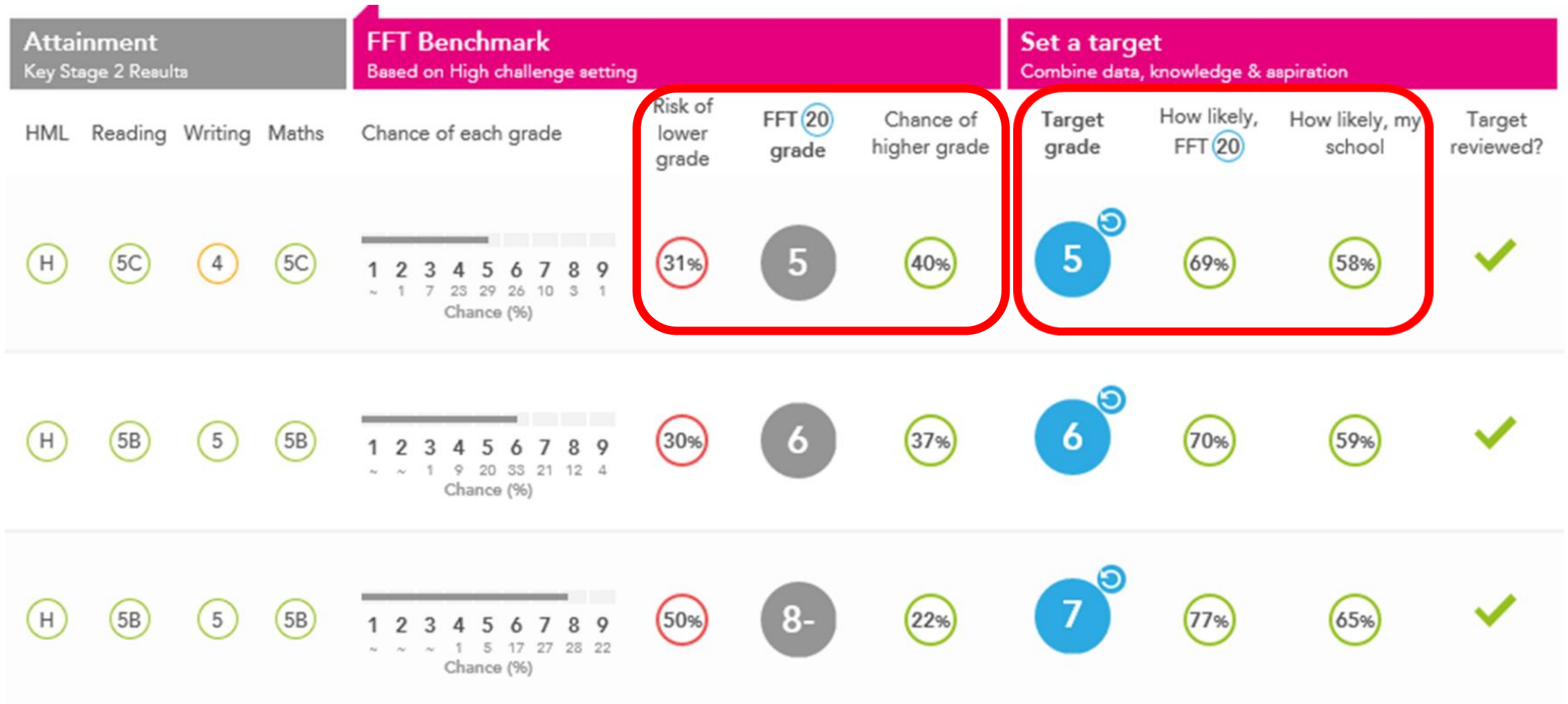
- A grade forecast will be reported back in reports after the Year 11 exam.
- The reason why these do not appear earlier on our reports is that it is not possible to make realistic forecasts until students have studied and been assessed on a substantial proportion of the specification.
- This is the teachers' professional estimate of a students' most likely final grade.
- They should not be used as a best-case scenario, or to motivate students, it is important that these grades are as honest as possible as they are used to inform intervention and importantly to help support students to make decisions of their next steps in education post 16.

Grade Forecast

- These will take into account:
 - o Performance in recent assessments taking into account the different weighting of different types of assessments.
 - o Previous assessments.
 - o Mock exam results.
 - o Quality of class work and homework.
- It is important that you know that many factors could go on to influence a students' achievement, including their revision programme and strategies, focus in class, work ethic and performance on the day of the exam. This means that projections are not guaranteed, and are there to support students make realistic decisions on the next stage in their academic journeys.

Targets, Progress Indicators and Reporting to Parents

How are the Target Grades set?



What is Attainment 8 and Progress 8?

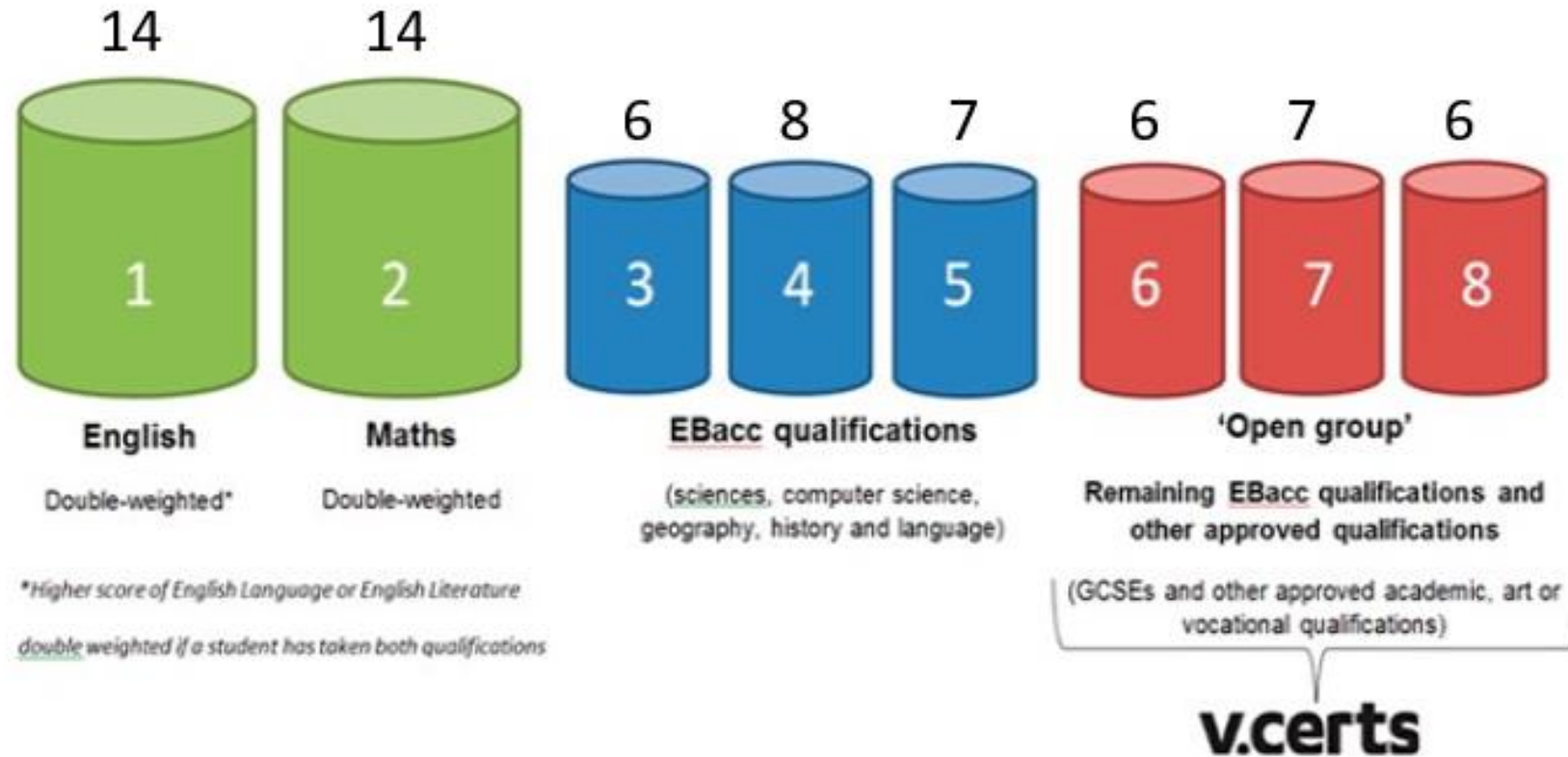
- Attainment 8 scores are worked out according to BEST 8 grades that a student achieves at GCSE
- These Grades fall into 3 distinct 'pillars' of subjects



Grades achieved example - Lance

Subject	Grade	Which Element	Points
Qa1 - Maths	7	Maths	14 (doubled)
Qa2 – English Language	7	English	14 (doubled – and higher than Lit)
Qa3 – English Literature	6	Other	6
Qa4 - Chemistry	6	EBacc	6
Qa5 – Computer Science	8	EBacc	8
Qa6 - Art	7	Other	7
Qa7 - French	5	X	
Qa8 - Biology	6	Other	6
Qa9 - Physics	5	X	
Qa10 - History	7	EBacc	7

Worked example - Lance



Adding the qualifications together – $14+14+6+8+7+6+7+6 = 68$

This points score is then divided by 10 to give an average grade = **6.8**

Progress 8 and how we use it to track progress

- Progress 8 is a system of calculating a student's progress
- KS2 fine scores are used to calculate an end of KS4 estimated Attainment 8 score
- SO – the P8 score is calculated like this:

Attainment 8 score – Estimated Attainment 8 score /10

Lance A8 = 68

Lance estimated A8 = 65

Lance Progress 8 score – $(68-65)/10 = +0.3$

Progress 8 and how we use it to track progress

Lance Progress 8 score – $(68-65)/10 = +0.3$

If the National Average for all students at KS4 is set at 0 – Lance has made +0.3 more progress than all other students.

At key points during the year each students' individual P8 score will be tracked to see where they are in terms of the progress that they are making – this will form the basis enhanced support – scores well below 0 indicates that the student is not making expected progress

Reporting progress to parents

Summary Report:

- Subject / Target Grade / Current Grade / ATLs / Attendance



Stretford Grammar School

Lance Armstrong

Creation date: 15.09.2022

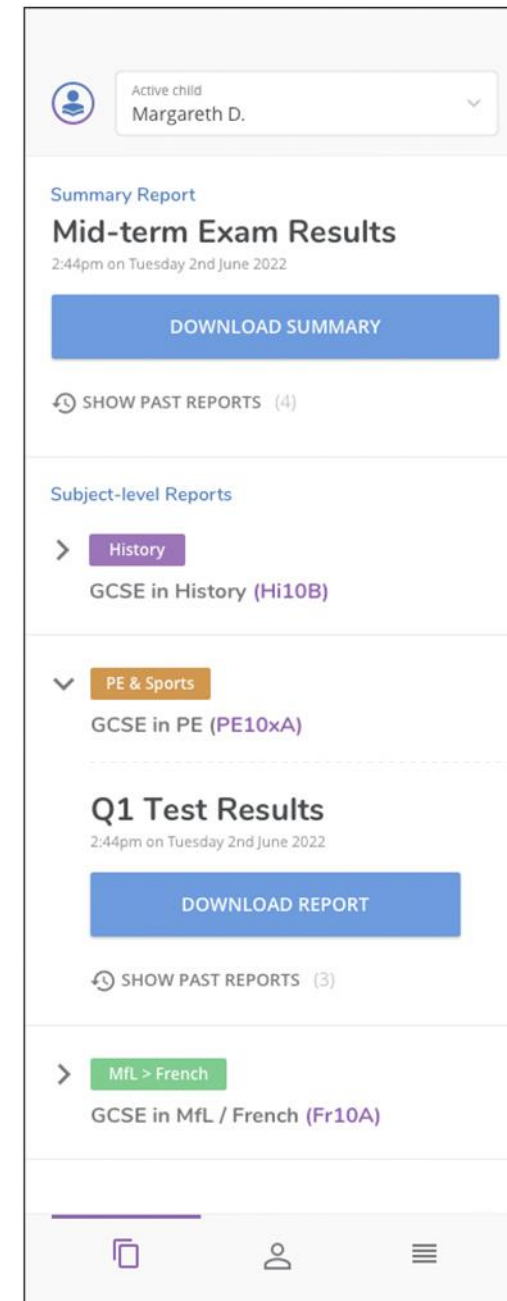


Subject	Teacher	Minimum Target Grade	Average Unit Grade
GCSE in Art and Design	Mr Ochman	8	6
GCSE in English Language	Mr Price	7	8
GCSE in English Literature	Mr Price	7	5
GCSE in Geography	Mr Whiting	9	7

There will also be columns with ATL scores for Homework, Classwork and Behaviour


Reporting progress to parents

- The Parent Portal will enable parents to access reports and assessment data that the school releases.
- This is in development and once live (October/November) guidance on access and use will be provided.




Reporting progress to students

- Individual subject reports can be used to show students how they are doing in that subject and where they are in terms of progress against estimated Target grades (FFT Estimates).
- The report provides some pointers for students in terms of where they may want to improve



GCSE in English Language | AQA (8700)
Year Group 11 | Class 11H/E



Stretford Grammar School

15.09.2022
Mr Howell

Lance Armstrong

Live Tracking

Minimum Target Grade		Scaled Average Unit Marks / 160		Average Unit Grade	
7		88		5	

Target Grid	
Grade	Marks away (Average Unit)
5	Achieved
6	9
7	20

Unit	1: Explorations in Creative Reading and Writing	2: Writers' viewpoints and perspectives	Spoken Language Endorsement (0%)	AtL
Grade	5	5		

Topic Summary	%
AO1: Identify & interpret, select & synthesise / %	69
AO2: Explain, comment on & analyse language / %	54
AO3: Compare writers' ideas and perspectives / %	50
AO4: Critical Evaluation / %	50
AO5: Content & Organisation / %	52
AO6: Technical Accuracy / %	59

1: Explorations in Creative Reading and Writing	Total Marks	Grade
Feb Test / 80		
Question Level Analysis Average		
List - AO1 / 4	4	
Analyse Language - AO2 / 8	4	
Analyse Structure - AO2 / 8	5	
Critical Evaluation - AO4 / 20	10	
Reading Sub-total / 40	23	
Content & Organisation - AO5 / 24	12	
Technical Accuracy - AO6 / 16	8	
Writing Sub-total / 40	20	
1: Past Paper Total Marks / 80	43	
Past Paper 1 / 80		
Year 11 Mock / 80	43	5
Average Total Marks / 80	43	
Current Unit Grade	5	

2: Writers' viewpoints and perspectives	Total Marks	Grade
Question Level Analysis Average		
True or False - AO1 / 4	4	
Summarise - AO1 / 8	3	
Analyse Language - AO2 / 12	6	
Compare - AO3 / 16	8	
A: Reading Sub-total / 40	21	
Content & Organisation - AO5 / 24	13	
Technical Accuracy - AO6 / 16	11	
B: Writing Sub-total / 40	24	
2: Past Paper Total Marks / 80	45	
Average Total Marks / 80	45	
Current Unit Grade	5	

Spoken Language Endorsement (0%)	Total Marks	Grade
Spoken Language Level / 3		