



**Brighton Hill
Community
School**

Making success inevitable

18th March 2024

**Welcome to the
Year 9
Parent Information Evening**

What is the purpose of this evening?

This evening we are going to cover:

- Progress Trackers
- Attendance and the impact of attendance
- Expectations of Year 10 and Year 11
- Policies and reminders of expectations
- Upcoming careers program

Progress Trackers

Progress Trackers are sent home twice a year to update you on your son/daughter's current 'Attitude to Learning' and their attainment so far this academic year.

The next progress tracker will be sent home on **Monday 13th May.**



Year 9 Progress Tracker

Example Student 9Ev1

October 2022

Subject	What level of GCSE should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	In year fine grade progress to date	Current working at fine grade	Subject progress since joining BHCS	Term 1 Attitude to Learning
English Language	Foundation	+1	1C	Making expected progress	Good
Mathematics	Foundation	+2	1B	Making expected progress	Good
Science	Foundation	0	1D	Making expected progress	Inconsistent
Spanish	Secure	+3	2A	Making good progress	Excellent
Business Studies	Foundation	-1	1C	Making expected progress	Good
Drama	Strong	+1	2C	Making less than expected progress	Inconsistent
ICT	Foundation	0	1B	Making expected progress	Good
Media	Foundation	+1	1B	Making expected progress	Good
Music	Secure	+3	2A	Making exceptional progress	Excellent
PE (Core)					Good

Option subjects starting from Year 9 and not previously studied

Subject	What level of GCSE should my child achieve?	From what grade level does my child's academic journey begin?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	Year 9 Baseline fine grade	Term 1 Attitude to Learning
Health & Fitness	Secure	Level 1 Pass C	Good

Attendance to date: 100.0%

See page 2 for definitions of performance bands, fine grades, student progress descriptors and attitude to learning.

End of Year 11 projected performance band	Year 7 baseline grade	Projected final GCSE grade range
Excellence	2C and above	7 - 9
Strong	1F - 1A	5 - 6
Secure	1I - 1G	4
Foundation	1J - PRE	1 - 3

End of Year 11 projected performance bands indicating projected final GCSE grade range, where minimum progress or higher is achieved and maintained across the years by the student.

GCSE Grades (9-1) for example, the criteria for a 5 grade will appear as follows:

5A	Securely meeting the criteria for this grade, close to achieving the grade above.
5B	Meeting at least half the criteria for this grade but not yet close to achieving the grade above.
5C	Meeting the minimum criteria for this grade, at risk of dropping a grade lower without sustained progress.

Cambridge National Certificate and NCFE Grades for example, the criteria for a Level 2 Pass grade will appear as follows:

Level 2 Pass A	Securely meeting the criteria for this grade, close to achieving the grade above.
Level 2 Pass B	Meeting at least half the criteria for this grade but not yet close to achieving the grade above.
Level 2 Pass C	Meeting the minimum criteria for this grade, at risk of dropping a grade lower without sustained progress.

Subject progress since joining BHCS	Definition
Making less than expected progress	The student has regressed compared to their minimum expected progress and is no longer currently on target to achieve their 'performance band'.
Making expected progress	The student remains on track to achieve their expected 'performance band'.
Making good progress	The student has made more than expected progress and is set to achieve the next 'performance band' up from their originally projected 'performance band'.
Making exceptional progress	The student is progressing at such a rate that they are now projected to achieve a GCSE grade 2 or more 'performance bands' higher than their originally projected 'performance band'.

Attitude to Learning Definition	
Excellent	Behaviour is excellent at all times. The student is consistently engaged in their learning, always giving maximum effort and responding effectively to teacher feedback. Students show a real 'thirst for learning'.
Good	Behaviour is good at all times. The student usually is engaged in their learning, often giving their maximum effort and responding effectively to teacher feedback.
Inconsistent	Behaviour can be inconsistent at times. The student can be off task but responds to redirection. The student does not always respond to feedback and requires reminders to demonstrate progress.
Poor	Behaviour is often poor. The student sometimes responds to redirection but sometimes escalation of sanctions is required. The student rarely responds to feedback independently and very little effort is made to engage in learning. An attitude to learning score of 4 or below will result in direct contact home.
Poor and disruptive	Behaviour is poor and disruptive; the student rarely responds to redirection and often escalation of sanctions is required. The student never responds to feedback and is unable to demonstrate an ability to work independently with no effort made to engage in their learning.
Extremely disruptive	Behaviour is consistently poor and highly disruptive; the student never responds to redirection, and as a result, additional support is required; this will often be alternative learning provision. There is no evidence of student response to feedback and no evidence of engagement in learning.

A comprehensive guide to the BHCS Progress Model can be found on the [school website](#)



Progress Trackers

Year 9 Progress Tracker

Example Student 9Ev1

October 2022

Subject	What level of GCSE should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	In year fine grade progress to date	Current working at fine grade	Subject progress since joining BHCS	Term 1 Attitude to Learning
English Language	Foundation	+1	1C	Making expected progress	Good
Mathematics	Foundation	+2	1B	Making expected progress	Good
Science	Foundation	0	1D	Making expected progress	Inconsistent
Spanish	Secure	+3	2A	Making good progress	Excellent
Business Studies	Foundation	-1	1C	Making expected progress	Good
Drama	Strong	+1	2C	Making less than expected progress	Inconsistent
ICT	Foundation	0	1B	Making expected progress	Good
Media	Foundation	+1	1B	Making expected progress	Good
Music	Secure	+3	2A	Making exceptional progress	Excellent
PE (Core)					Good

The headings at the top have been created to help you as a parent.

It is important to consider the progress being made by your child, and equally to consider their attitude to learning within the subject.

Progress Trackers

Using the 'Performance Band' column, you can hopefully start to see what your son/daughter should be achieving in their GCSEs. This is becoming more and more important as they move through KS4.

Subject	What level of GCSE should my child achieve?
	End of year 11 projected performance band
English Language	Foundation
Mathematics	Foundation
Science	Foundation
Spanish	Secure
Business Studies	Foundation
Drama	Strong
ICT	Foundation
Media	Foundation
Music	Secure
PE (Core)	

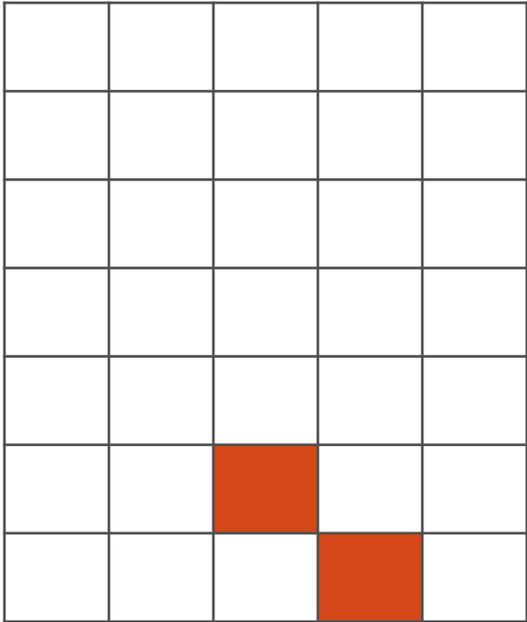
End of Year 11 projected performance band	Year 7 baseline grade	Projected final GCSE grade range
Excellence	2C and above	7 - 9
Strong	1F - 1A	5 - 6
Secure	1I - 1G	4
Foundation	1J - PRE	1 - 3

End of Year 11 projected performance bands indicating projected final GCSE grade range, where minimum progress or higher is achieved and maintained across the years by the student.

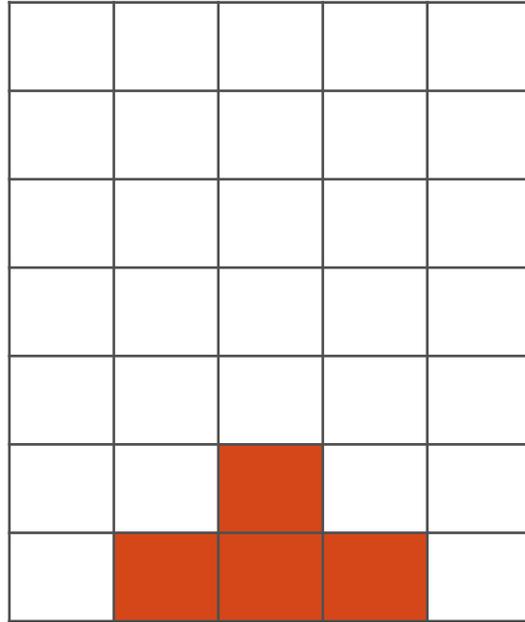
How does this impact my child?

Progress data and attitude to learning are just two parts of your child's education. It is also hugely important to look at how **attendance, behaviour and expectations** can all tie into 'making success inevitable'.

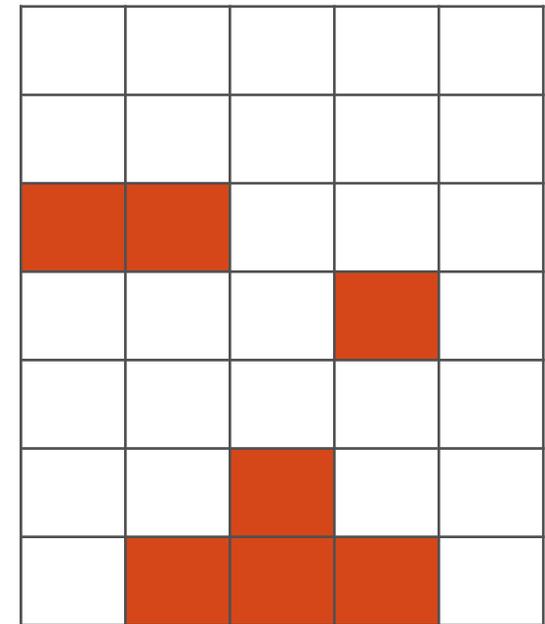
Attendance: Why is it important?



95% Attendance



90% Attendance



80% Attendance

Attendance: Why is it important?

Another important expectation that we need to try and meet is attendance.

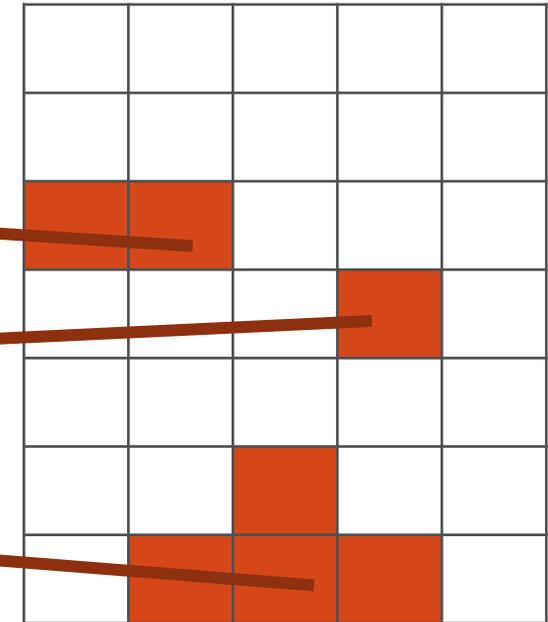
- Whilst we understand that students get genuinely ill, sometimes it's difficult to see the bigger picture of how much time they are having off.
- In Term one for example - (September - December) there are approximately 72 days of school:
 - 95% attendance = 68 days in – 4 days off
 - 90% attendance = 65 days in – 7 days off
 - **80% attendance = 58 days in – 14 days off**

**14 days = almost
3 school weeks =
84 lessons**

Attendance: Why is it important?

A student with 80% attendance by half term, could already have missed the following things...

- Assessment preparation lesson
- Assessment feedback
- Key information
- A tutor group reward
- A 'deep learning day'



80% Attendance

The Impact of Attendance

As we all know, the more time off we have from something – be it the gym, a diet, work – the harder it is to go back to.

Students having significant time off from school will only find the return even harder.

How can we help?



Encourage your child to attend school – be positive and praise their achievements.



Remind them of the social importance of school – friends, relationships, socialising etc.



Rewards and initiatives can be hugely beneficial if students are struggling to return to school.



Be supportive. Speak to your child – give them the opportunity to voice their concerns.

Expectations of Year 10 and 11

Students moving into Year 10 and Year 11 need to be aware of the following:

- There is more onus put on students to be revising and working in their own time.
- For subjects which include coursework, deadlines will start to increase - meaning students need to become more independent in managing their workload.
- Both Year 10 and Year 11 students sit 'PPE exams' - these are 'mock' examinations in preparation for their actual GCSE.
- The pressure of GCSEs can feel overwhelming and it is completely normal for students to feel like it is tough!

Expectations of Year 10 and 11

Premier partner
ASCL
Association
of School and
College Leaders

PiXL
partners in excellence



gsepod
Education on Demand

WHY ARE MOCKS GOOD FOR YOU?

Taking your Mock exams is rather like having a healthy diet or making the effort to exercise - you'll feel a lot better afterwards if you take it seriously!
Here's why


**EXERCISES YOUR BRAIN
TO BUILD EXAM STAMINA**


**HELPS
IDENTIFY TOPICS
YOU NEED TO REVISE**


**TESTS YOUR
REVISION STRATEGIES**

THE IMPORTANCE OF MOCK EXAMS


**HELPS YOU GET USED
TO EXAM PRESSURE**


**ALLOWS YOU TO PRACTICE
EXAM TECHNIQUES**


**GIVES YOU EXPERIENCE
OF EXAM CONDITIONS**


**IT'S THE PERFECT OPPORTUNITY
TO ASK FOR HELP**



Ways to Revise

As a parent, helping students revise and prepare for GCSEs can feel challenging.

This image explains how some of the most vital things for students to do are simple!



Managing the 'overwhelm'

Speak openly
with one
another

Make time for
just you and
them

Ensure good
sleep and
nutrition
where
possible



kooth

YOUNGMINDS

InnerDrive

Policy Reminders – Changes & Updates

In order to maintain high expectations in regards to all aspects of school life, our students need to remember some of our high expectations in regard to uniform.

Make-up should be worn 'discreetly' and 'naturally' - this includes fake tan.

Students should not be wearing false lashes, having fake nails or nail varnish.

Coats – these need to be plain black or navy. There should be no obvious/large brandings. Small, discreet brandings are acceptable.

Skirts – should not be rolled, and should be appropriate in length. If skirts have become too short (when not rolled) a new skirt should be purchased.

Socks – a new trend seems to be students wearing black sports socks with white designs, on top of their tights. If students need to wear socks, these need to be under their tights.

Toilets and Policy

If multiple students are found in a single cubicle they will automatically have their phone confiscated (this is because we have to assume that, at best, they are in there looking at phones.)

However, they are also likely to be searched for other banned items including **vapes**.

In addition, we are keen to ensure students are not congregating in toilets (and eating). This can be, and is, intimidating to younger students – even though that is not the intention of our older students.



Unifrog

Unifrog is designed to provide students with the opportunity to explore higher and further education options.

Students will be come of their normal tutor timetable for a week and will have the chance to explore the website, whilst completing tasks designed to make the options available bespoke to each individual student.

The website can be accessed through the VLE.



Thank you!

Thank you for attending and for listening. Any questions, please do speak to me afterwards.

