

# Parents' Forum – 13.11.18



## Agenda

- Update from Monitoring Visit 2 Mrs Hillier
- Introduction of Mastery Frameworks Mr Allsopp
- Update from Maths Mr Taylor/Mrs Smith
- Careers Mr Williams
- Provision at Chase View Support Centre Mrs Palmer



# Mrs Hillier

Update on Monitoring Visit 2

## General update:

- Currently in a season of examinations
- New half term and students have settled back in to their routines well
- Staffing is stable however, we were unable to appoint a new Lead Practitioner in maths.
- Group sizes in maths are generous as a result of over-staffing
- Secondments to leadership team
- Head of Sixth Form
- Appointment of a science teacher for January 2019
- Appointment of 3 x SSO, 2 x apprentice teaching assistants
- Many link governor visits are taking place

## Second Ofsted monitoring visit 10<sup>th</sup> and 11<sup>th</sup> October 2018



- Confirmation that we are:  
“...taking effective action towards the removal of special measures”
- Our new development plan for this academic year:
- “...is fit for purpose”
- Significantly is the recommendation we are able to appoint NQTs

## Leadership and management highlights:

- Senior leadership team has been reshaped
- High expectations
- More positive culture
- Positive impact (ELT)
- Staff valuing training
- Curriculum a strength
- Collaboration between pastoral team, CVSC, progress team
- Strong safeguarding culture
- Communication good – website, letters, app, parents' forum
- Support and challenge from governors and the Trust



## **Teaching, Learning and Assessment highlights:**



- Teaching is improving
- Culture of high expectations is emerging
- More pride seen in pupil work; presentation improving

## **Outcomes for pupils:**

- English outcomes improved
- Maths outcomes improved slightly
- Pupils did well in sport, business, catering and product design

## **Personal development, Behaviour and Welfare highlights:**

- Behaviour has continued to improve
- 'Team SUA' is starting to embed
- School is calm and orderly during social time
- Very few incidents of bullying; pupils say bullying is rare
- Attendance has a higher profile & praise for AIM
- Role of form tutor enhanced
- Careers education has improved

## **16 to 19 study programmes highlights:**

- There is some high quality teaching
- The wider curriculum offer is good

## **Important next steps and continued developments:**

- Embedding developments to see the impact on outcomes
- Impact of provision for SEND
- Effective use of the Catch-up fund for maths
- Disadvantaged students
- Engaging **learning**
- Consistency in marking
- Stretching the most able
- Forecast data
- Embedding 'form tutor first'
- Sixth form



# Mr Allsopp

## Mastery Frameworks

# Purpose

## What we know

- Our current system is inconsistent
- We don't grade work, nor report grades to parents
- Our *Attainment Zones* are driven by an End of Year 11 minimum grade
- Students are confident with knowing their Attainment Zone
- Flightpaths are confusing.... to a forward thinking academy
- Our HPA students are not adequately prepared for KS4 study

# What do we report and record?

## Marking work

- Currently marking work with the Assessment Sticker.
- This must become skills and then age-related

Year 11 Expected Outcome

Yellow 2-3	Green 4	Blue 5-6	Purple 7	Orange 8-9
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When considering your progress towards the above grades this work demonstrates that you are:

above expected progress

making expected progress

working towards expected progress

WWW:

Next steps: To improve further you need to...

Select the student's Attainment Zone

Select whether or not the piece of work is demonstrating the skills needed for the student to reach their end of year 11 minimum grade for the year they are in.

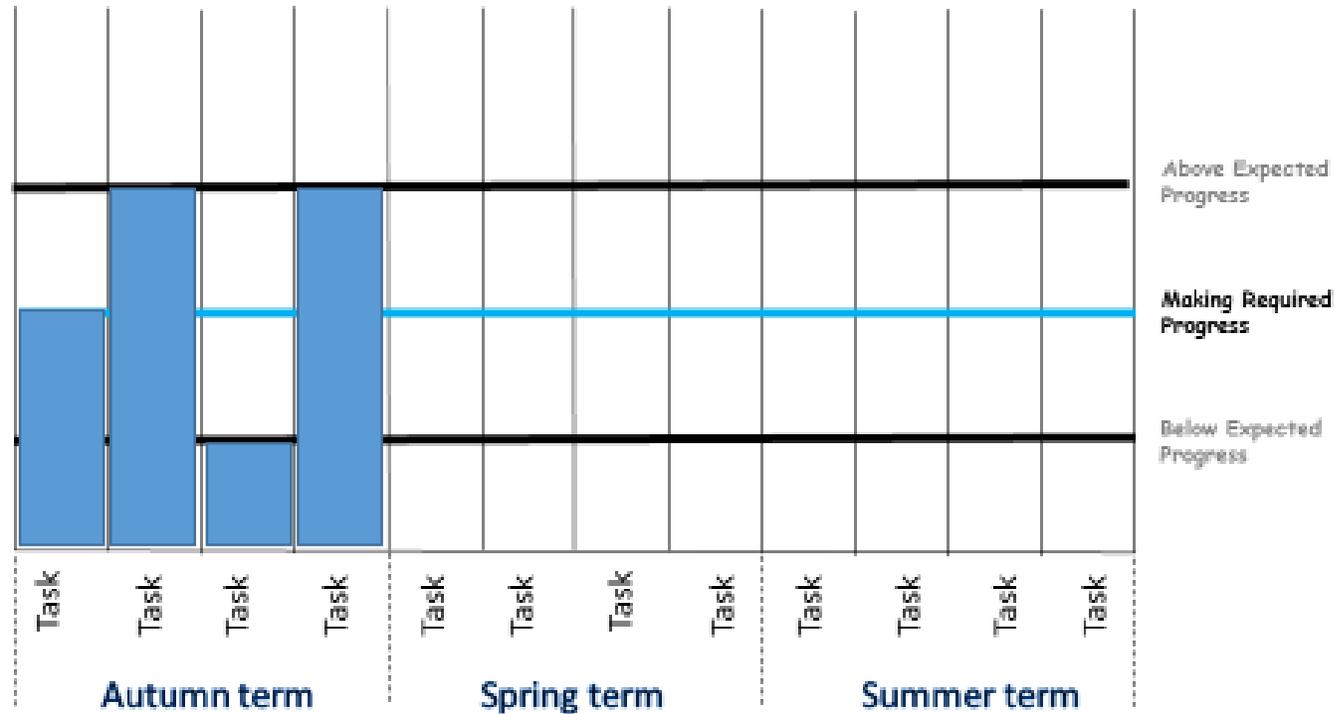
# Front of Books:

**Blue band**



**Year 11 grade 5 - 6**

Need to be completed after each assessment (which has a corresponding sticker)



# How would this work?

Use Drama as the example:

Year 11 – Four Assessment objectives

- Create and develop ideas to communicate meaning for theatrical performance. (AO1)
- Apply theatrical skills to realise artistic intentions in live performance. (AO2)
- Demonstrate knowledge and understanding of how drama and theatre is developed and performed. (AO3)
- Analyse and evaluate their own work and the work of others. (AO4)

These simply divide into three key strands

- Rehearsing (AO1)
- Performing (AO2)
- Evaluating (AO3 and AO4)

# Year 11 – Rehearsal Strand - Grade 9

- Comprehensive and skilful **physical control** demonstrated when applying use of space, gesture, stillness and stance.
- Accomplished ability to create character(s)/role(s) that supports the **communication of creative intent to the audience**, with comprehensive focus, energy, confidence and commitment that are integral to the overall performance. **Assured characterisation** shows an accomplished level of refinement and range of moods and emotions.
- Individual performance demonstrates **comprehensive understanding of style, genre, and theatrical conventions**.

Green = Skills

<b>Creative Intentions</b>	I can offer basic and underdeveloped explanations of the creative intentions for the performance.	I can offer adequate explanations of the creative intentions for the performance.	I can offer coherent explanations of the creative intentions for the performance.	I can offer sustained explanations of the creative intentions for the performance.	I can offer comprehensive explanations of the creative intentions for the performance.
<b>Communication of Ideas</b>	I can offer underdeveloped ideas from the stimuli to communicate meaning.	I can offer some sound development ideas and can then refine these from the stimuli to communicate meaning.	I can offer competent practical creation, development and refinement of ideas from the stimuli to communicate meaning.	I can offer effective and sustained practical creation, development and refinement of ideas from the stimuli to communicate meaning.	I can offer assured and comprehensive practical creation, development and refinement of ideas from the stimuli to communicate meaning.
<b>Engagement with others</b>	I can demonstrate tentative engagement with the process of collaboration, rehearsal and refinement.	I can demonstrate adequate engagement with the process of collaboration, rehearsal and refinement.	I can demonstrate clear engagement throughout the process of collaboration, rehearsal and refinement.	I can demonstrate secure engagement with the process of collaboration, rehearsal and refinement.	I can demonstrate confident engagement with the process of collaboration, rehearsal and refinement.
<b>Use of drama vocabulary</b>	I can communicate a limited and inconsistent use of drama terminology, which may not always be appropriate.	I can communicate a generally adequate use of drama terminology which is sometimes appropriate.	I can communicate a coherent use of drama terminology, which is mostly appropriate.	I can communicate a secure and consistent use of appropriate drama terminology.	I can communicate a confident and accomplished use of appropriate drama terminology.



# Mr Williams

Careers and School Apps

# Class Charts app

- Thank you!
  - Feedback has been very positive
  - Will now be rolled out to all families
- 
- We will now disable the points facility on School Comms
  - Still a place for both – school comms for timetables and communication, Class Charts for behaviour and homework

# Careers education, information, advice and guidance

- Huge push on this so far this year
  - Several visits to universities
  - Visits to engage with employers
  - Pathways experiences, helping students see the best routes for them
- 
- More visits lined up – every student will benefit
  - External speakers due to visit
  - Heads of Year producing individual careers provision



# Mr Taylor and Mrs Smith

Update from Maths

# Last Summer

- Each student sat a full PPE (Pre Public Exam).
- There are three papers in the GCSE exam each lasting 1 hour and thirty minutes.
- Two are calculator and one is non calculator.
- The students sat either the Higher Tier paper (Grade 3 to 9) or the Foundation paper (Grade 1 to 5).

PAPER 1				1	2	3	6	7	8	9	10
1	a	Use of calculator	2	2	2	2	0	2	2	0	2
1	b	Use of calculator	2	2	0	2	0	2	2	2	2
2		Error intervals due to rounding	2	0	0	0	1	0	0	2	1
3	a	Prime factorisation	3	3	0	2	0	2	0	3	3
3	b	Lowest common multiple	2	0	1	0	1	0	0	1	0
4		Laws of indices - multiplication	2	2	0	2	2	2	1	0	2
5		Reverse percentages	3	0	0	0	0	0	0	0	0
6		Circumference of circles	5	5	1	0	2	1	0	0	0
7	a	Calculate using bearings	2	0	0	0	0	0	2	0	0
7	b	Calculate using bearings	4	0	0	0	0	0	0	0	0
8	a	Construct time series graphs	2	2	2	2	0	0	2	2	2
8	b	Interpret time series graphs	2	2	0	1	1	2	0	2	2
9	a	Use speed/distance and time	5	5	5	0	1	5	0	0	0
9	b	Use speed/distance and time	1	1	1	2	0	0	2	0	0
10	a	Growth and decay	1	1	1	2	0	1	2	1	0
10	b	Growth and decay	2	2	1	2	0	2	2	2	0
10	c	Growth and decay	3	0	1	1	0	0	2	2	0
11	a	Translations	2	0	1	1	0	0	2	0	0
11	b	Rotations	2	0	1	0	2	1	2	0	0
11	c	Reflections	3	0	1	0	0	0	2	0	0
12		Interpret cumulative frequency diagram	4	2	0	4	0	0	2	1	1
13	a	Probability trees - independent events	1	1	1	1	1	1	2	2	1
13	b	Probability trees - independent events	1	1	1	1	1	0	2	1	1
13	c	Probability trees - independent events	1	1	1	0	1	0	2	1	0
13	d	Probability trees - independent events	2	0	0	0	0	0	2	2	0
13	e	Probability trees - independent events	3	0	0	0	0	0	2	3	0
14		Multiple trig methods	6	0	0	0	0	0	2	4	0

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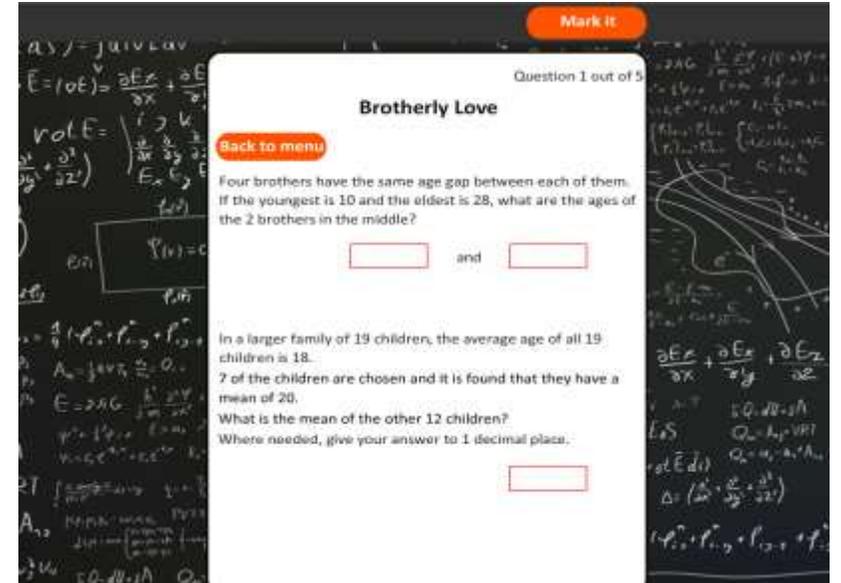
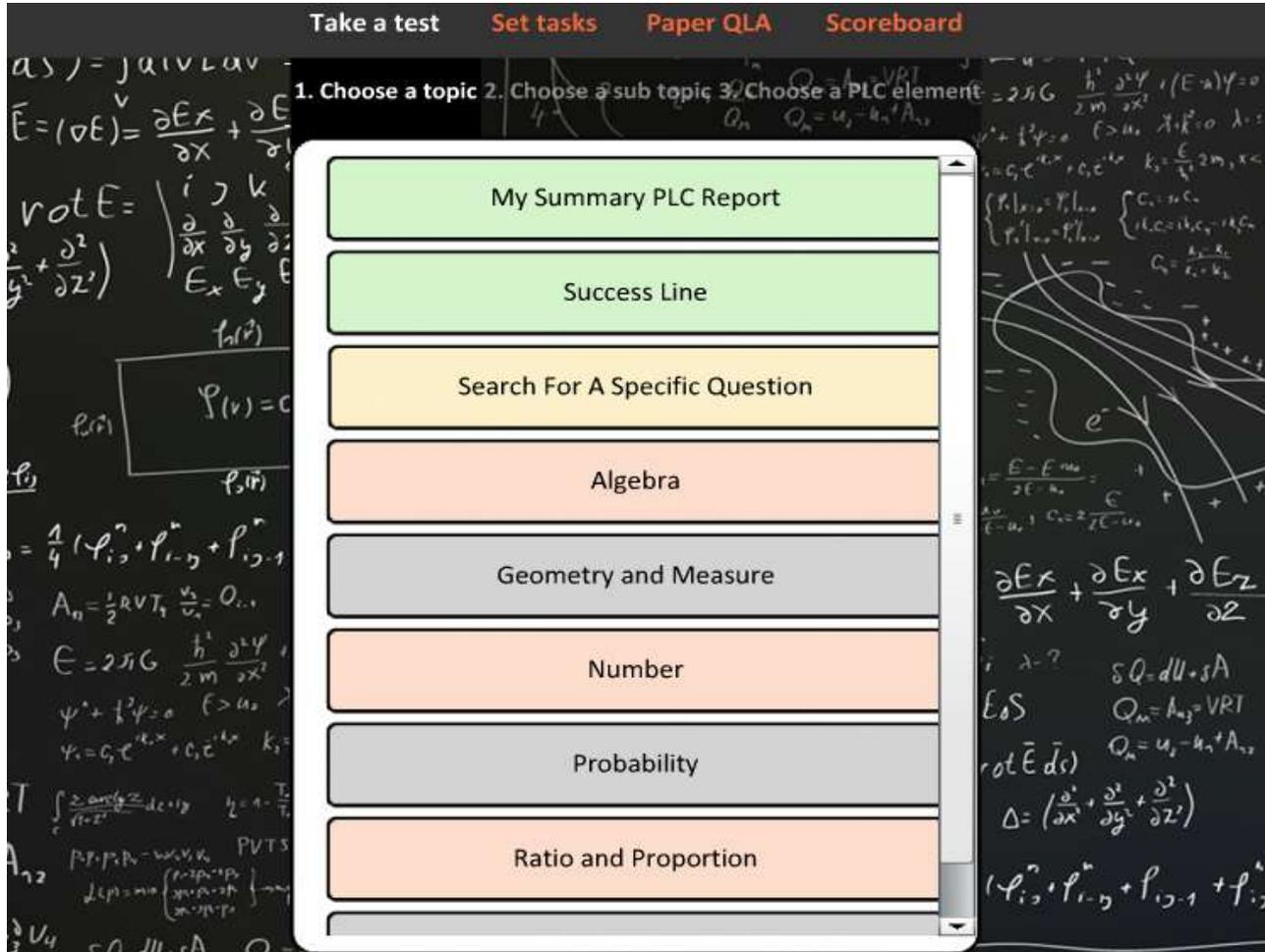
Paper 1				Paper 2				Paper 3			
Q	Topic	Time	Mark	Q	Topic	Time	Mark	Q	Topic	Time	Mark
1	Use of calculator	2	2	1	Algebra - functions	2	2	1	General form standard form	1	1
1	Use of calculator	2	2	2	Integral graphs of functions	2	2	1	Standard form - ellipse	2	2
2	Error intervals due to rounding	2	0	3	Use of calculator	2	0	1	Circle with standard form	4	0
3	Prime factorisation	3	3	4	Compound interest	1	0	2	Area formulae	2	1
3	Lowest common multiple	2	0	4	Change the subject	2	0	2	Circle centre	0	0
4	Laws of indices - multiplication	2	2	5	Use of calculator	2	0	2	Circle with centre	4	1
4	Laws of indices - multiplication	2	2	6	Use of calculator	2	0	2	Circle with radius	1	0
5	Reverse percentages	3	0	7	Use of calculator	2	0	2	Circle with focus	2	0
6	Circumference of circles	5	5	8	Use of calculator	2	0	2	Circle with equation	4	0
7	Calculate using bearings	2	0	9	Use of calculator	2	0	2	Circle with equation	2	0
7	Calculate using bearings	4	0	10	Use of calculator	2	0	2	Circle with equation	2	0
8	Construct time series graphs	2	2	11	Use of calculator	2	0	2	Circle with equation	2	0
8	Interpret time series graphs	2	2	12	Use of calculator	2	0	2	Circle with equation	2	0
9	Use speed/distance and time	5	5	13	Use of calculator	2	0	2	Circle with equation	2	0
9	Use speed/distance and time	1	1	14	Use of calculator	2	0	2	Circle with equation	2	0
10	Growth and decay	1	1	15	Use of calculator	2	0	2	Circle with equation	2	0
10	Growth and decay	2	2	16	Use of calculator	2	0	2	Circle with equation	2	0
10	Growth and decay	3	0	17	Use of calculator	2	0	2	Circle with equation	2	0
11	Translations	2	0	18	Use of calculator	2	0	2	Circle with equation	2	0
11	Rotations	2	0	19	Use of calculator	2	0	2	Circle with equation	2	0
11	Reflections	3	0	20	Use of calculator	2	0	2	Circle with equation	2	0
12	Interpret cumulative frequency diagram	4	2	21	Use of calculator	2	0	2	Circle with equation	2	0
13	Probability trees - independent events	1	1	22	Use of calculator	2	0	2	Circle with equation	2	0
13	Probability trees - independent events	1	1	23	Use of calculator	2	0	2	Circle with equation	2	0
13	Probability trees - independent events	1	1	24	Use of calculator	2	0	2	Circle with equation	2	0
13	Probability trees - independent events	2	0	25	Use of calculator	2	0	2	Circle with equation	2	0
13	Probability trees - independent events	3	0	26	Use of calculator	2	0	2	Circle with equation	2	0
14	Multiple trig methods	6	0	27	Use of calculator	2	0	2	Circle with equation	2	0

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# This Term

- The results have been used to determine which teaching groups and tutor groups students should be in.
- Tutor time is used to practise and improve essential skills.
- Teaching and Learning is informed by the data collected last summer and this will be updated after the next round of PPE's.
- Period 6 offers students a choice of topics. Three each session so that they can opt into the one most helpful to them.
- A programme of holiday and weekend revision opportunities is planned to support students in preparing for their exams.
- We also have an intervention teacher to work in

# The Pixl App.





# Mrs Palmer

Provision from Chase View Support Centre

**Questions?**