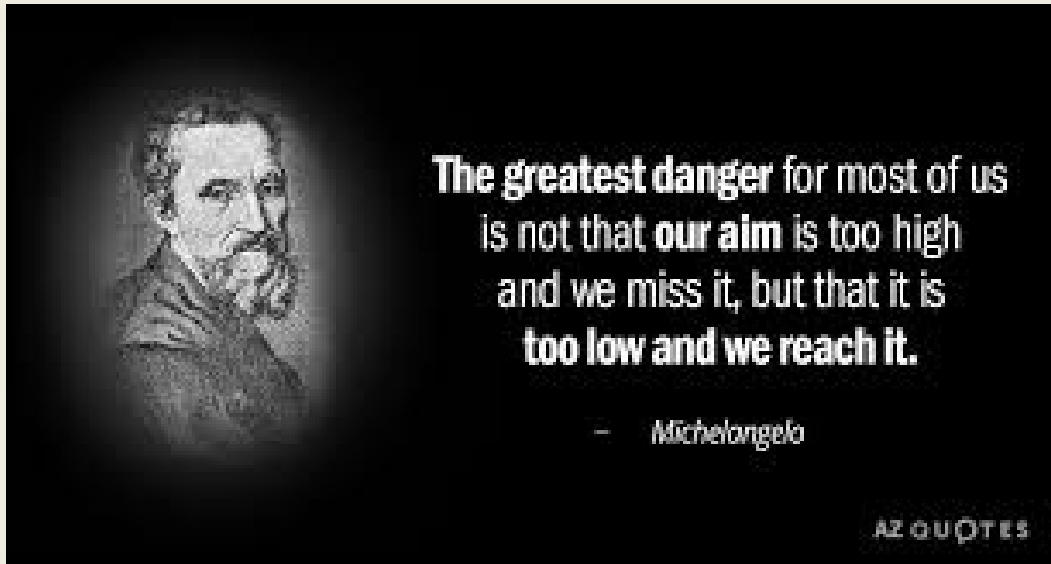


# St. Hild's Church of England School Target Setting & Revision Support





# Why set targets?

- Evidence from many academic studies shows that having a target means that you are much more likely to achieve (in life as well as school!)
- Having targets allows us to track pupil progress more effectively and to offer the right support.
- Information can be shared with parents/carers to help them follow progress more closely.



# Ks3 and Ks4



- **Ks3 – ‘Secure and Mastery’ Language**
- **Ks4 – Grades 9-1 (GCSE)**

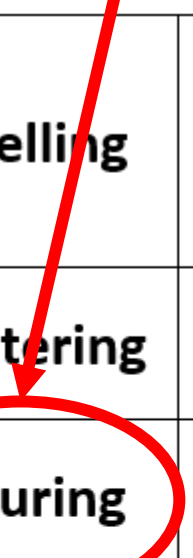
# Ks3

## Ks3 – ‘Secure and Mastery’ Language

|                         |                           |  |
|-------------------------|---------------------------|--|
| <b>Excelling</b>        | <i>Could teach it</i>     | This pupil can recall and demonstrate all class learning and has begun to acquire new and advanced learning. Links between concepts are made easily and can be readily explained. This pupils' understanding is deep enough to be able to teach others. They can easily apply learning to new situations and concepts. |
| <b>Mastering</b>        | <i>Cracked it</i>         | This pupil can recall the vast majority of the learning and is adept at linking concepts and readily applies this knowledge to new situations  |
| <b>Securing</b>         | <i>Got it</i>             | This pupil can recall enough learning to begin to understand and acquire learning at the next stage. Links are readily made between concepts and their learning can be used in new situations.   |
| <b>Developing</b>       | <i>Getting there</i>      | This pupil can recall learning and is beginning to make links and apply learning to new situations.  |
| <b>Emerging</b>         | <i>Starting to get it</i> | This pupil can recall some learning.   |
| <b>Requires Support</b> | <i>Hasn't got it</i>      | This pupil struggles to recall or evidence much of the learning. They require extra support.   |

This is the KS3 expectation – to be ‘secure’ in the learning, at each assessment point.

Y9 will receive a ‘Target’ which is aspirational, as many pupils may be ‘Mastering’ or ‘Excelling’ in their learning – this is negotiated with pupil & tutor!



|                         |                           |  |
|-------------------------|---------------------------|--|
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# Ks4



## Ks4 – Grades 9-1 (GCSE)

- Pupils have begun GCSE work & can be graded accordingly
- MEG – Minimum Expected Grade: based upon prior outcomes
- ‘Target’ – an aspirational grade negotiated by pupil & tutor

| NEW GCSE GRADING STRUCTURE | CURRENT GCSE GRADING STRUCTURE |
|----------------------------|--------------------------------|
| 9                          | A*                             |
| 8                          |                                |
| 7                          | A                              |
| 6                          | B                              |
| 5                          |                                |
| 4                          | C                              |
| 3                          | D                              |
| 2                          | E                              |
| 1                          | F                              |
|                            | G                              |
| U                          | U                              |

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

top 20 per cent of those who get grade 7 or above will get a grade 9

5 is the benchmark strong pass

4 is a standard pass

bottom of grade 1 will be aligned with the bottom of grade G

Excelling

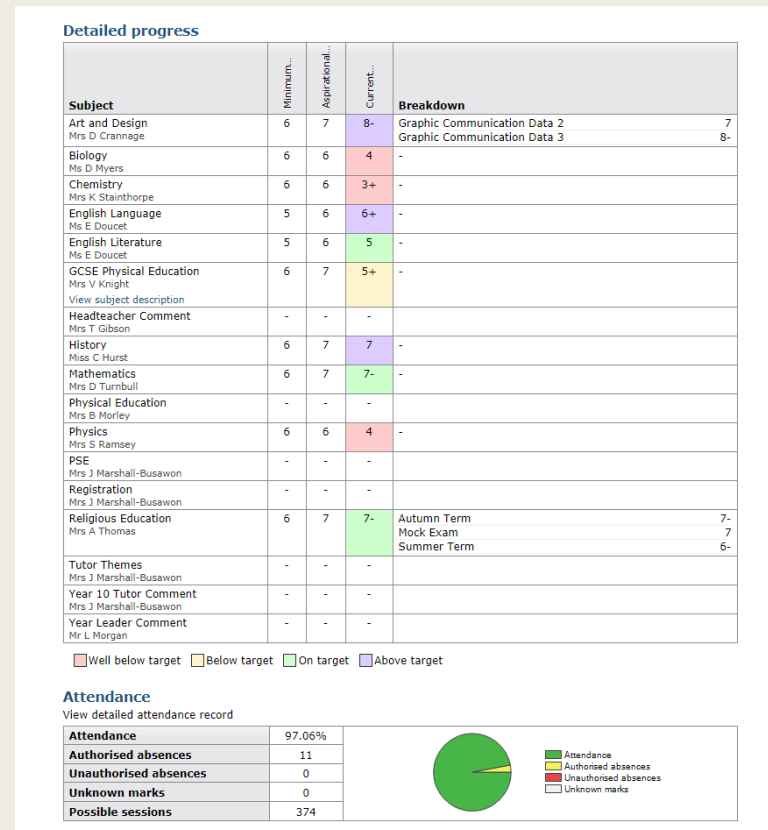
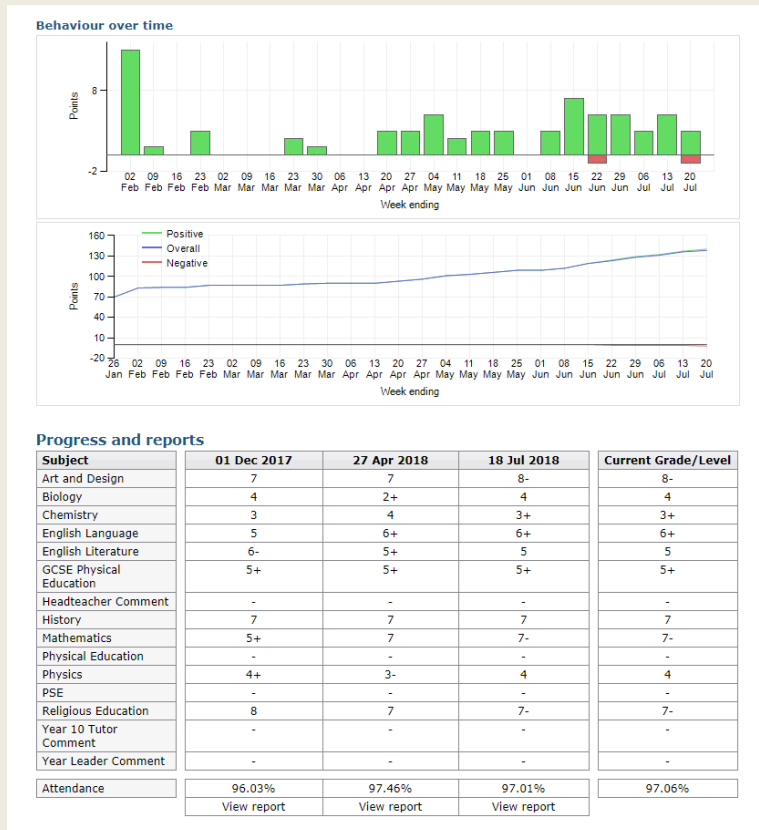
Secure

Emerging

# How can you keep track?



- Parents and carers can use **Go4Schools** to see the targets set and keep track of their child's progress



# How can you keep track?



- Parents and carers can use **Go4Schools** to see the targets set and keep track of their child's progress

[www.Go4schools.com](http://www.Go4schools.com)

A screenshot of the GO 4 Schools website. The top navigation bar is black with the GO 4 Schools logo on the left and links for "Starter version", "Modules", "MIS", "Engage/CP", "Login", and "Contact us". The "Login" button is circled in red. Below the navigation bar, the page has a white background with a green header "Welcome to GO 4 Schools". The main content area is divided into two columns. The left column contains a welcome message and a "Sign in" button. The right column contains a "Welcome!" heading, a description of the login page, and a login form. The login form has fields for "Email address:" and "Password:", a "Remember my email address" checkbox, and a "Sign in" button. Below the form, the links "First-time User?" and "Forgotten your Password?" are circled in red. At the bottom, there is a link for "Important notice about Microsoft Internet Explorer 11".

GO 4 Schools

Starter version Modules MIS Engage/CP Login Contact us

## Welcome to GO 4 Schools

Your school can make better decisions with information that is accurate, up to date, complete, at the right level of detail – and at your fingertips.

GO 4 Schools helps you achieve this. It's the efficient, joined-up,

## Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the [First-time User?](#) and [Forgotten your Password?](#) links.

**If you are having problems logging on, please contact your child's school.**

[Important notice about Microsoft Internet Explorer 11](#)

Email address:

Password:

Remember my email address

Sign in

[First-time User?](#)

[Forgotten your Password?](#)



# How will targets be monitored?



- Form tutors, Year Leaders and Senior Leadership Team check pupil progress 4 times a year
- Analysis of **Key Assessment** information, and mock examination information is monitored closely
- Assessments are used by teaching staff to give feedback, plug 'gaps' and give 'advice' on reaching targets (or higher)
- Review of 'targets' (aspiration) during the year





**Progress will be formally reported to parents/carers  
4 times a year:**

- **1 full written report**
- **3 data capture reports**



*However - progress can be monitored **at any time**  
using Go4Schools*

# Any Questions?



# Preparing for Key Assessments (Including Mock Exam!)

Some advice for pupils & parents...

- Why should you revise?
- Where should you revise?
- When should you revise?
- How should you revise?
- How often should you revise?

# WHY should we 'revise'?

- Your brain forgets details of the work you did months ago,

But...

- You need these details to answer the questions in the exam,

So...

- You need to 'top-up', by using the correct revision technique.

# WHERE should we 'revise'?

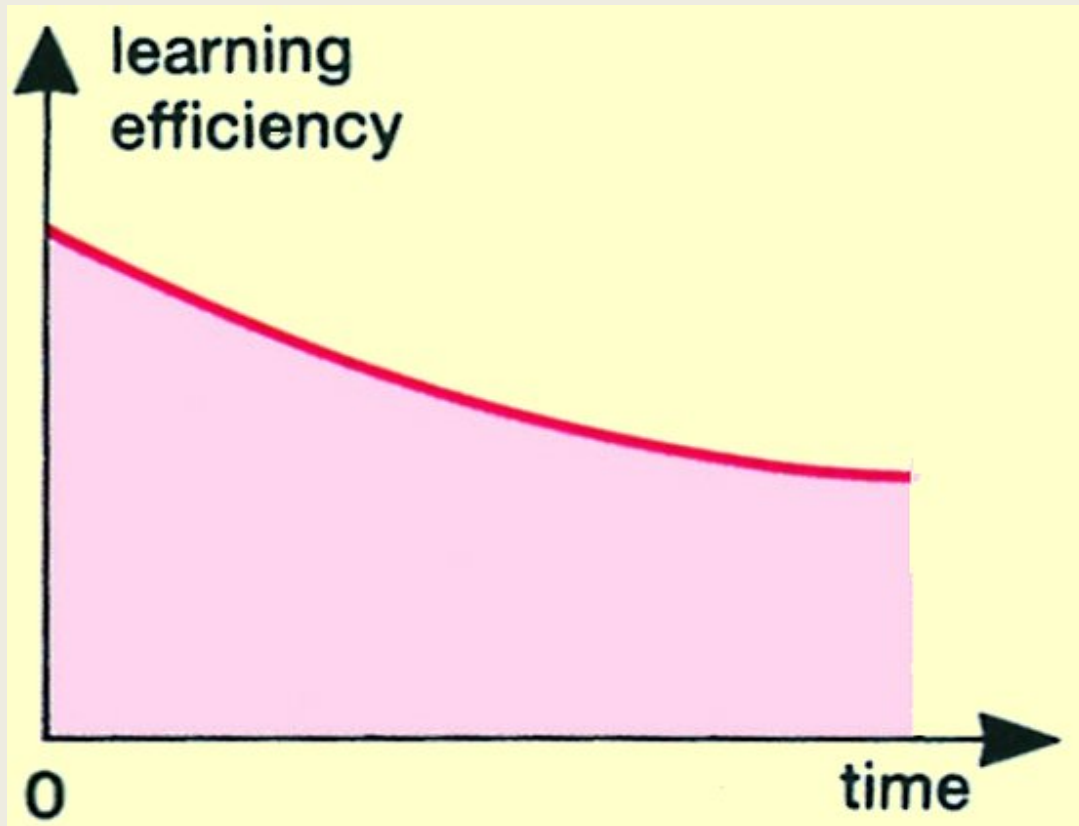
- In a quiet room, perhaps a bedroom
- Warm and well-lit
- With a table to work at
- Ideally, with a table-lamp, to help you to focus on the page
- With a clock for timing (as described later)
- NO mobile phones
- NO distraction

# WHEN should we 'revise'?

- Early each evening before your brain gets tired
- During the weekend
- During holiday time
  - *Split your day into 3 parts - Morning/afternoon/evening*
    - *Revise 2 out of 3 & reward yourself with a break & some 'me' time*

# HOW should we 'revise'?

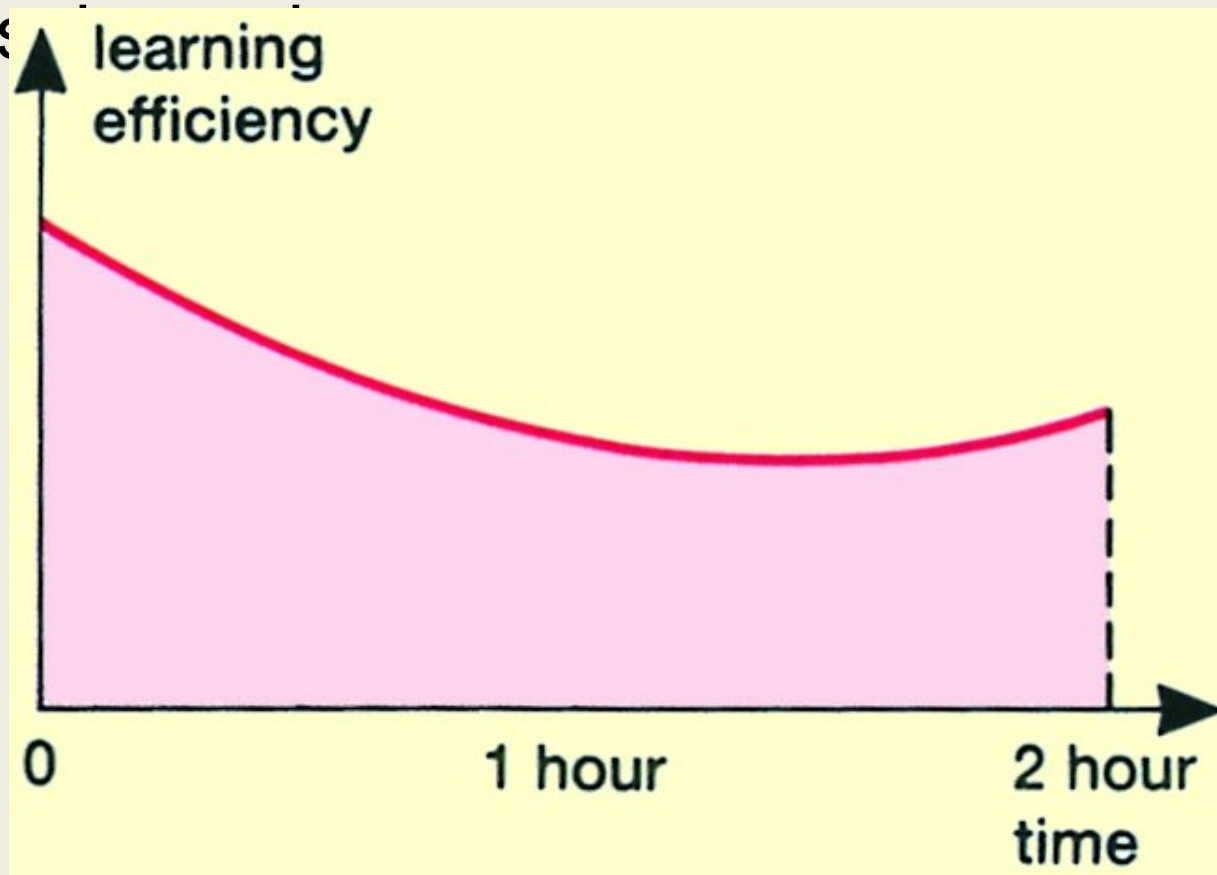
If you just sit down to revise, without a definite finishing time, then your **learning efficiency** falls lower and lower, like this:





# How could you improve this?

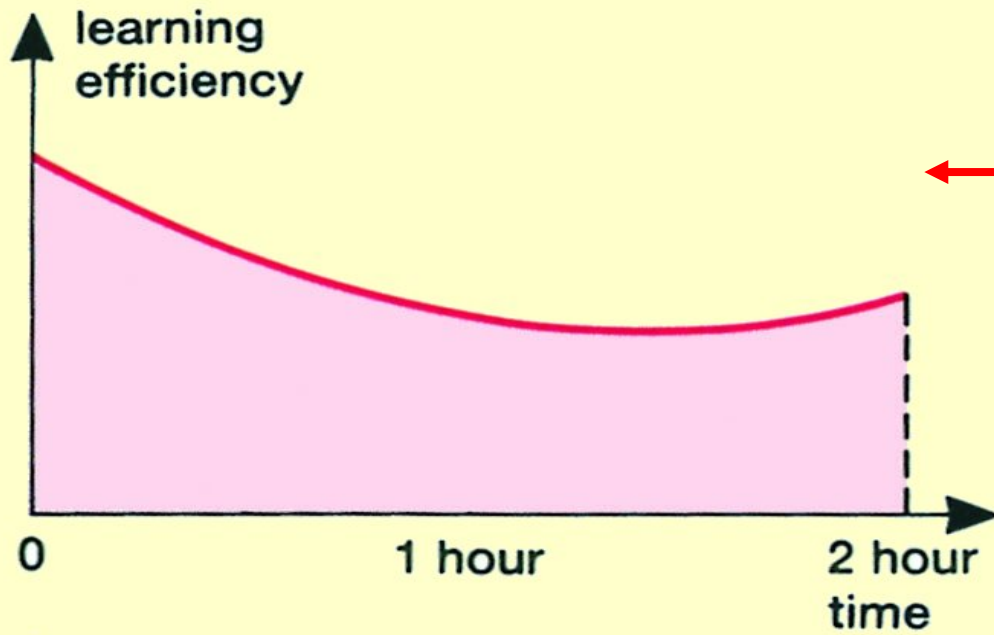
If you decide at the beginning, how long you will work for, with a clock, then as your brain knows the end is coming, the graph rises towards



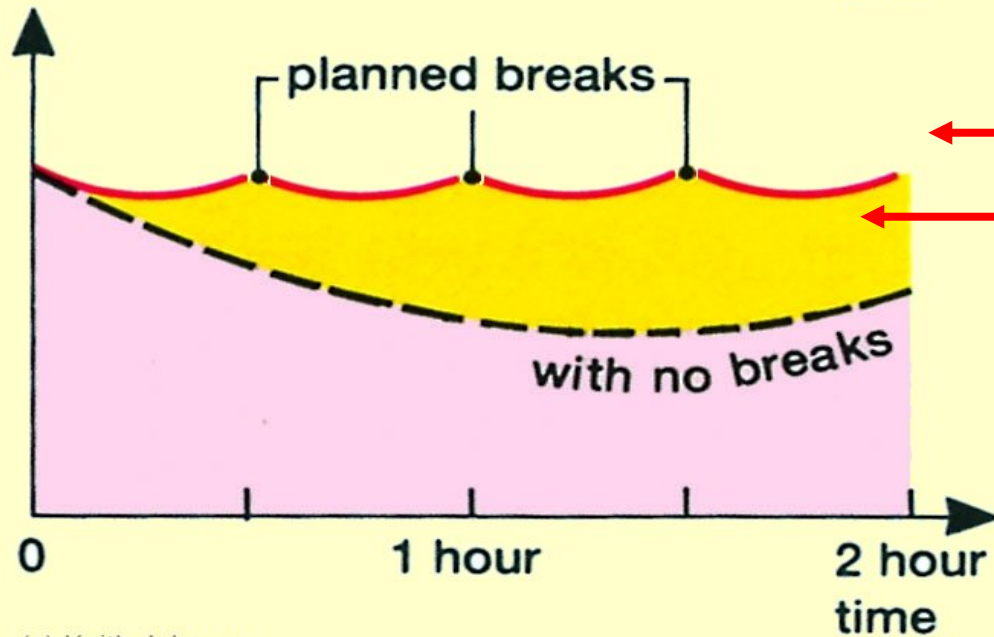
# How could you improve this even more?

If you break up a 2-hour session, into 4 shorter sessions, each of about 25-minutes, with a short planned break between them, then it is even better.

Compare the next 2 graphs:



← One solid session



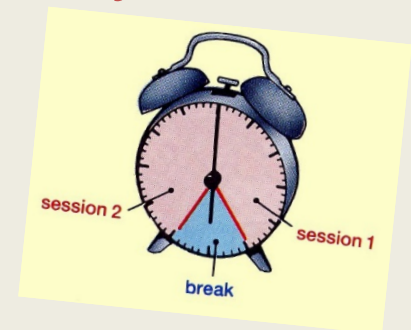
← 4 shorter sessions

← The yellow area shows the improvement.

# For Example...

- Start revising at **6 pm**.
- Stop at **6.25 pm** -- and no later.
- At 6.25 pm have a break for **5-10** minutes.
- Start again at **6.35 pm**
- Stop at **7 pm** exactly, and then have another break...

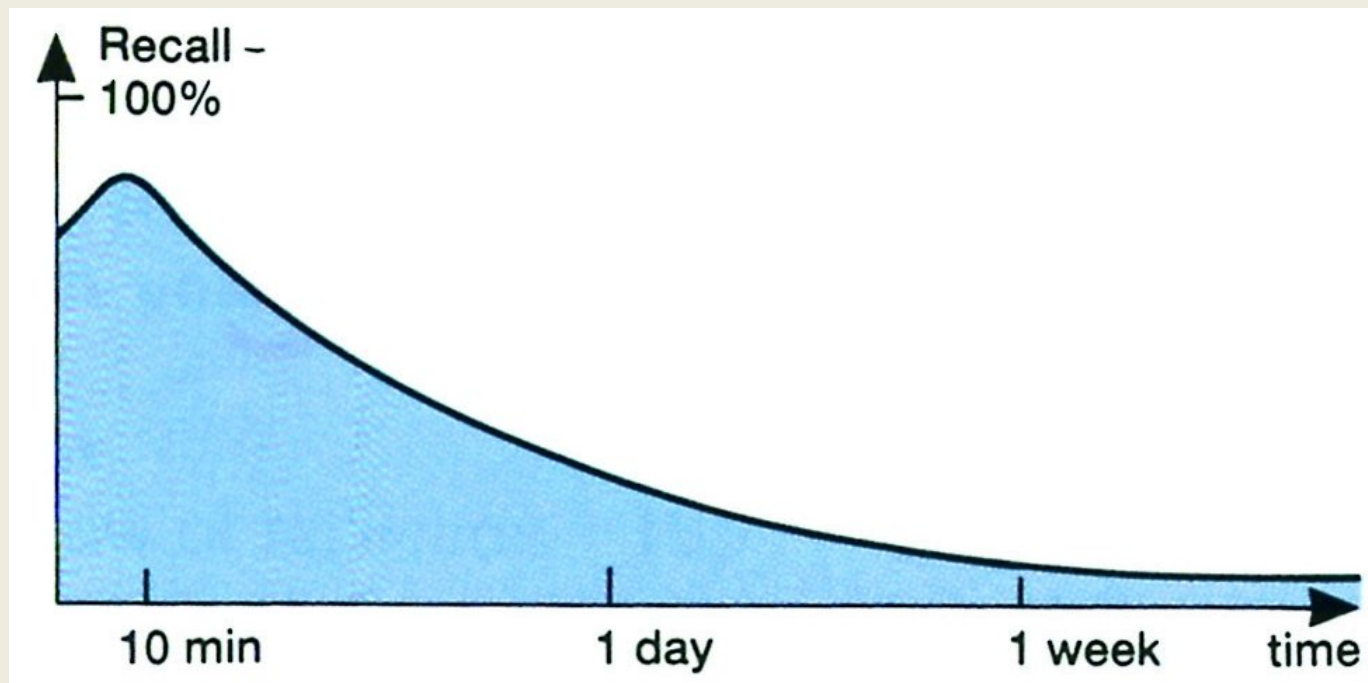
This way, you are working more efficiently, as the previous slide showed.



# How often should you revise one particular subject or topic?

Look at the graph below:

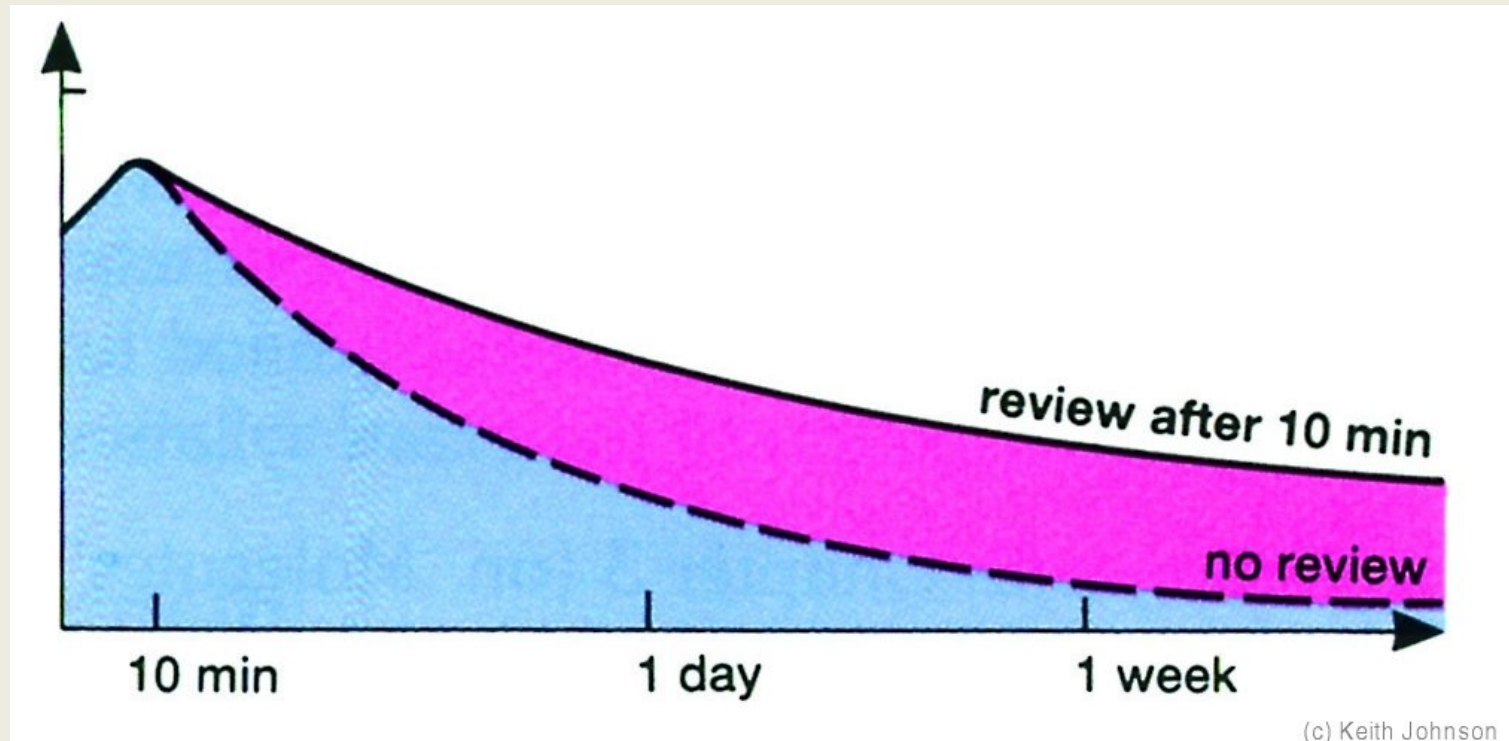
It shows how much your brain can recall later. It rises for about 10 minutes ...and then falls.



# However..

If you quickly **re-revise** after **10 minutes**, then it falls more slowly! This is good.

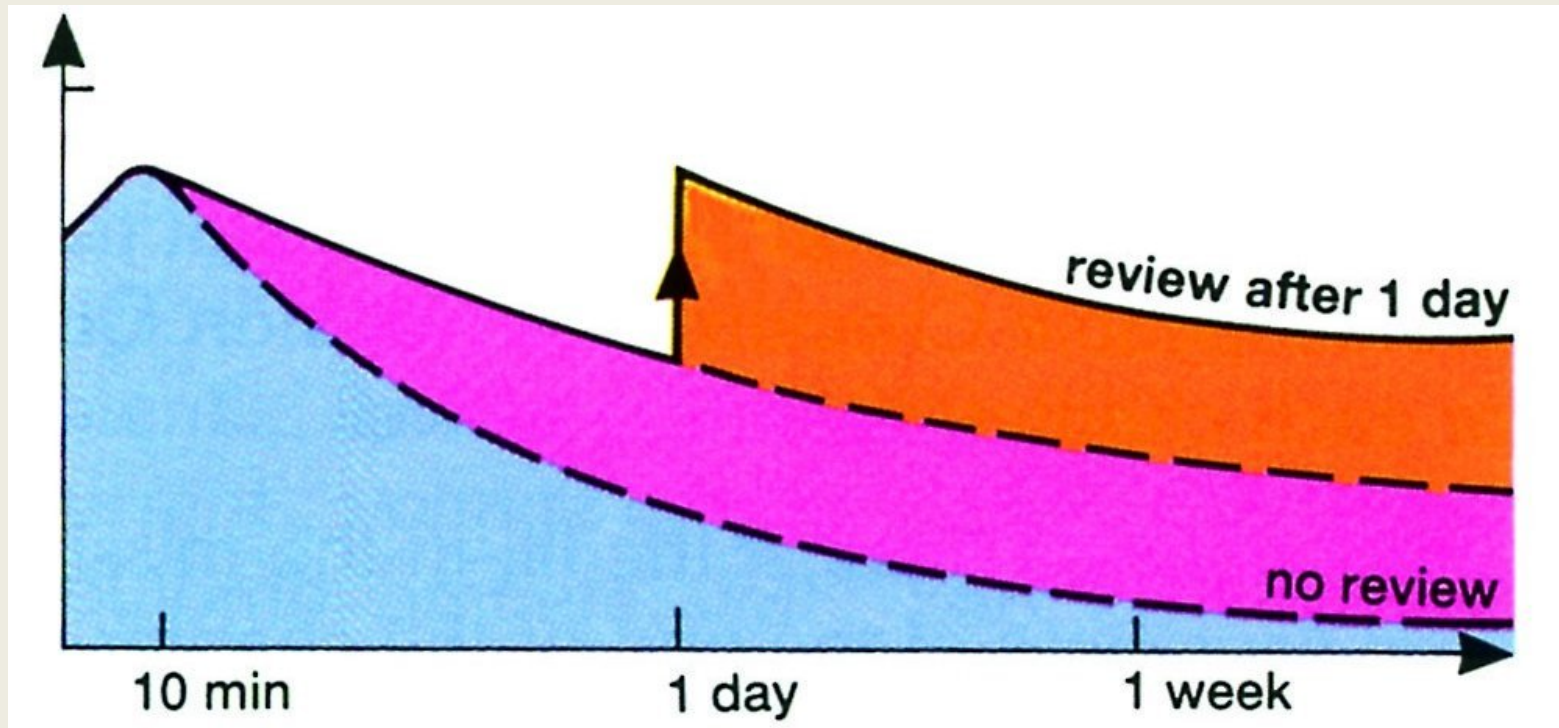
Analyse the new graph:



# Even better...

If you quickly re-revise again, after **1 day**, then it falls even more slowly! Good!

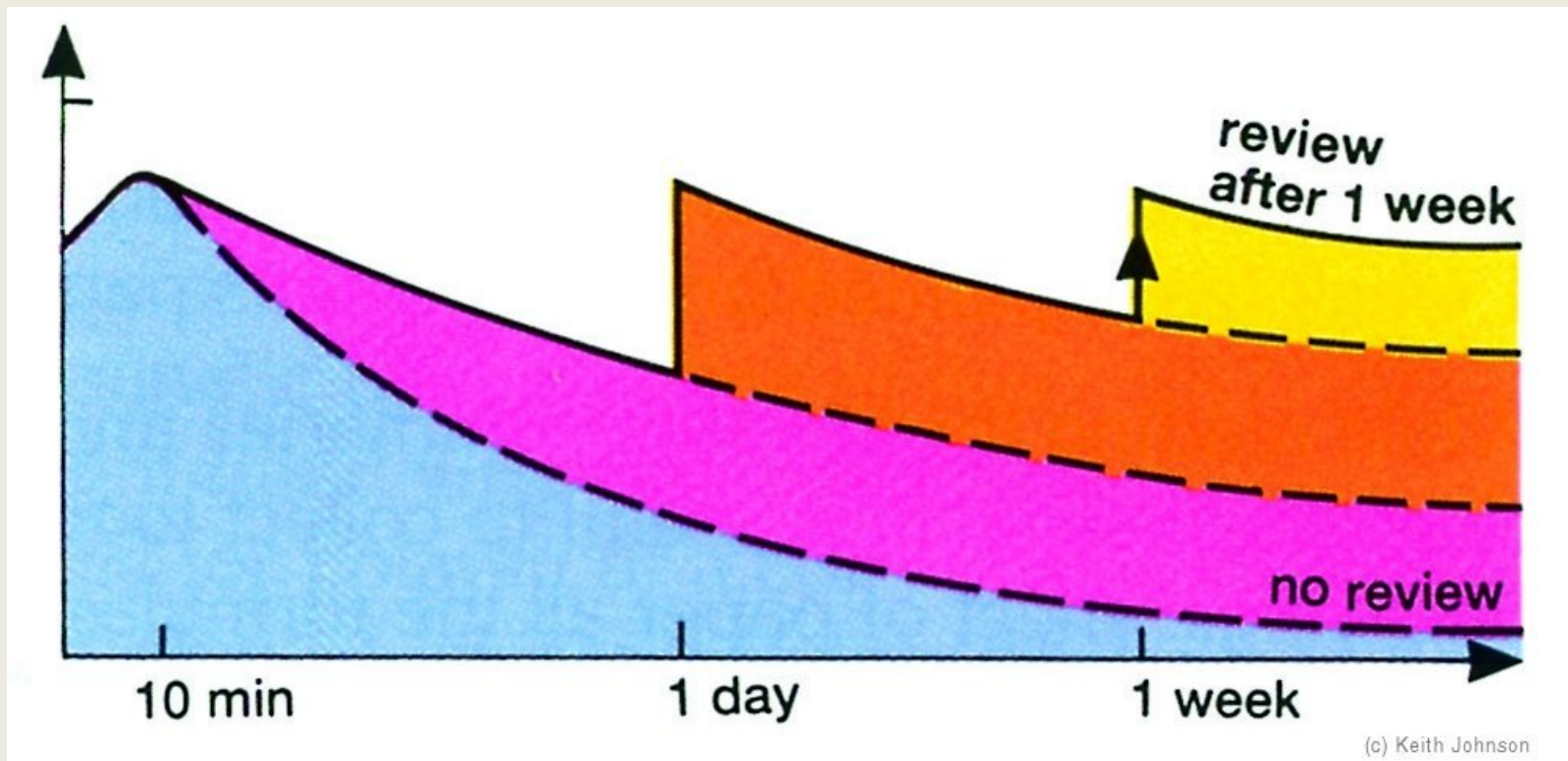
Analyse the new graph:



# Even better still...

If you quickly re-revise again, after **1 week**, then it falls even more slowly! Great!

Analyse the new graph:





# ‘Topping Up’ intervals are:

- ✓ 10 minutes
- ✓ 1 day
- ✓ 1 week
- ✓ ...and then 1 month.

So, A revision ‘plan’ is always a good idea!

# Revision Planning

- ✓ There are LOTS of templates to be found on the internet and some free apps too
- ✓ Part of the revision process will be to make a timetable of revision
- ✓ SHARE with parents/carers!

# Tips

- ✓ Never try and revise more than two subjects or topics at a time
- ✓ Revise the 'difficult' things first & '*chunk it up*'
- ✓ Try using:
  - Mind maps
  - Revision cards
  - Drawing pictures with annotations
  - Anything creative – poems/songs
  - Being tested
  - Posters and post-it notes

# Tips – part 2

✓ Remember to find somewhere:

- comfortable
- sat up
- well lit
- no ‘social’ distraction (until your break)

✓ Use any resources from school

- guides/knowledge organisers
- revision ‘notebook’ (for KS4)
- TEAMS –look at your past lessons!
- Internet resources (SENECA & SAM Learning, GCSE Pod, BBC Bitesize, Oak Academy etc.)

# Tips – part 3

✓ We remember:

- 10% of what we read
- 20% of what we hear
- 50% of what we see and hear
- 70% of what is discussed with others
- 80% of what we experience personally
- 90% of what we teach someone else

# Any Questions?

