Welcome to Key Stage 4

How to do well in your GCSEs

Aspiration || Community || Respect

Aims of this evening:

- School information

- Bromcom information

- What to expect at KS4

- Study skills and support

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Good Schools Guide

➢ 'Strong leadership' and 'supportive teachers'

➢ Pupils felt that teachers go 'above and beyond'

➢ Pastoral care in strong evidence.

➢ One parent told us she was 'blown away by what the staff will do for the pupils'.

➢ The well-staffed PE department boasts of more than 300 fixtures a year across 15 different sports.

➢ Extracurricular life is buzzing with clubs aplenty.

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Good Schools Guide

- Drama, dance, music and art promoted through the curriculum. 'I can't rave enough about the performing arts,' said one parent.

- Thriving arts and technology faculty…pupils' artwork is proudly displayed throughout the school.

- the scale and breadth of the school is its USP, enabling myriad opportunities and a deliberately broad curriculum.

- An academically non-selective school with impressive results that put it up with the top performing state secondary schools nationally

Summer results: Key Stage 4

9 - 7 = 35%

9 - 5 = 73%

9 - 4 = 84%

Summer results: Key Stage 5

A* = 11%

A*- A = 31%

A*- B = 53%

A* - C = 74%

BTEC results:

Distinction * - Merit – 80%

Protecting what we value

Equality   Diversity   Respect

Y10 objectives

1. Develop independent learning skills to meet potential in Y11 and beyond.

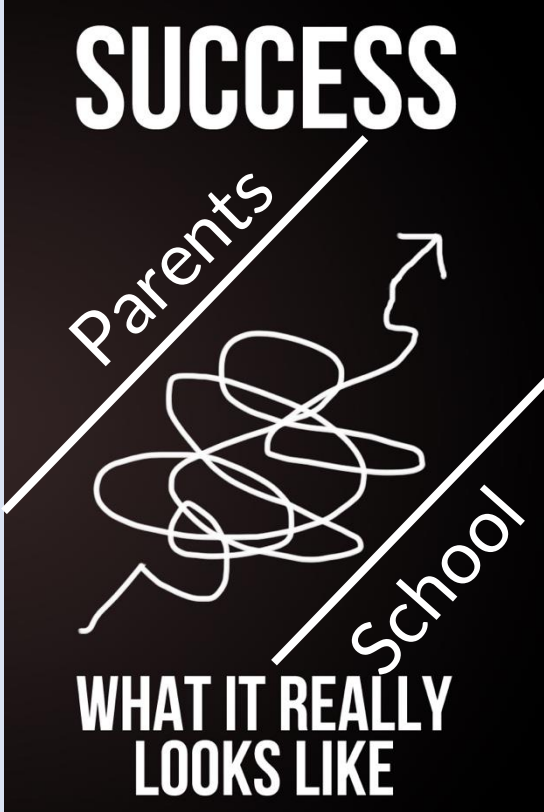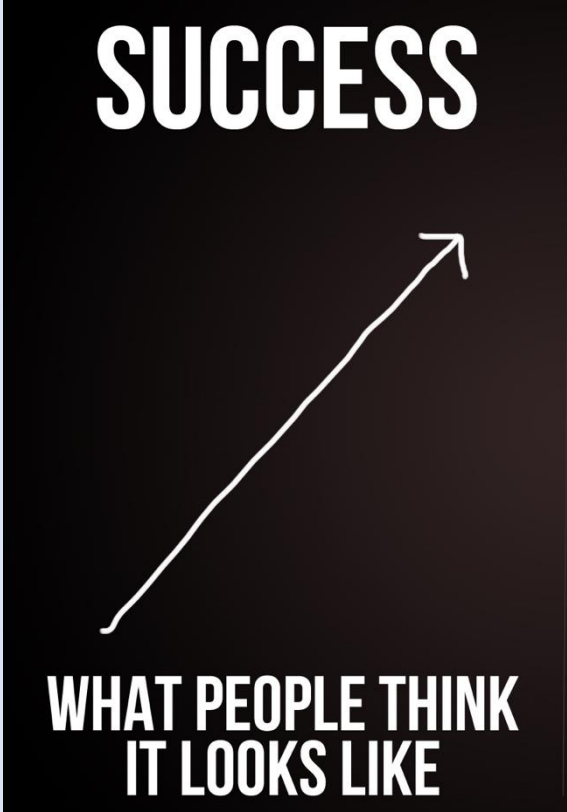2. Develop individual character to be the best version of themselves that they can.

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Working in partnership

SUCCESS

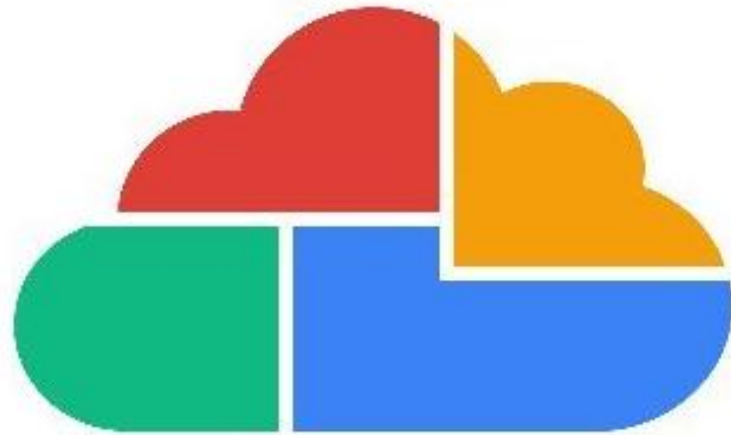WHAT PEOPLE THINK IT LOOKS LIKE

SUCCESS

Parents

School

WHAT IT REALLY LOOKS LIKE

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- Rationale
- Summary of system changes
- Parent Login
- Student login
- Identified issues

Information Systems at George Abbot

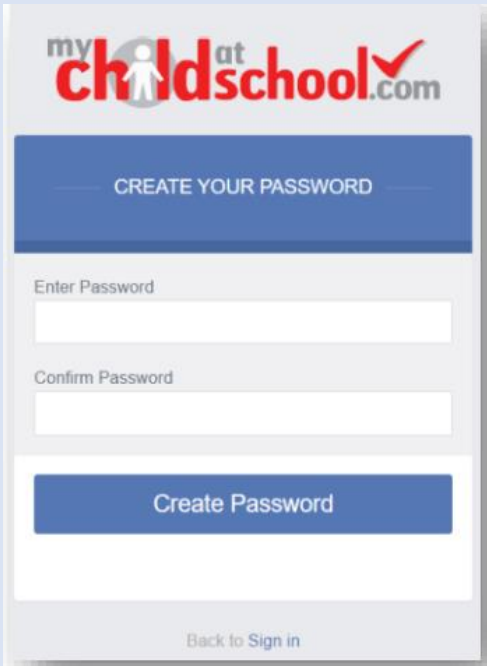There are a number of drivers behind our decision to change our information systems.

- Working towards a single source of information for parents.
- Reduction in the number of apps / systems parents and students have access.
- Evaluation of cloud based systems showed improved reliability and reduced costs.
- Promote greater engagement for all parties.
- Reduce workload for teachers and administrative colleagues.
- Improved efficiency of workflow.

Parents and Carers

School staff

Students

MCAS Android / IOS App
MCAS also viewable via web browser interface

Students are recommended to use the web browser interface.

Parent Access

Parent Access and Information

At George Abbot School we use the online portal MyChildAtSchool (MCAS). This platform allows parents/carers to access all information about your child's attendance, assessment and progress reports, homework, behaviour and achievements via the MCAS app or a web browser. You can download the MCAS app on the App Store or Google Play.

Parent/Carer Guide

MyChildAtSchool (MCAS) Parent Guides

This page contains downloadable PDF MCAS Guides for Parents. See other Parent MCAS articles here.

Bromcom - Documentation Centre

Additional Guidance for MCAS

https://docs.bromcom.com/article-categories/for-parents/

Forgotten passwords

Reset your password:

https://www.mychildatschool.com/MCAS/MCSForgottenLogin

Email not recognised or got a question?

If you are having any problems accessing this service, please contact us:

mcas@georgeabbot.surrey.sch.uk

Student Access

- Students have been sent instruction how to log in and are being shown during assemblies this week.

- Homework will be set from next week.

- Student accounts are linked to their school Microsoft account.

Click here and then you will be directed to log into Microsoft.

Enter your school email. You will then be asked for your password

- 🏠 Dashboard
- 📄 My Subjects
- 🕐 My Timetable
- ✔ Attendance
- 🖥 Assessment
- 🎓 Behaviour
- 📄 Reports
- 🖥 Exam Timetables
- 🎓 Exam Results
- ✏ Homework
- ❓ Quizzes
- 📖 Lesson Plans
- 📑 Group Forum

🏠 **Dashboard** *Dashboard*   YOU ARE HERE: **Home > Dashboard**

📄 My Subjects   More

No Subjects data found

🕐 My Timetable   More

No Timetable data found

📄 Reports   More

No Reports found

🔖 My Bookmarks   ➕ ✎ 🗑

Free TES resources 🏛
Link to free resources

Google 🏛
Google

📰 News
Recent {0} News

No News data found

✔ Attendance   More
Is Bromcom Testing at school?

No Attendance data found

⭐ Behaviour   More
Behaviour

No Behaviour data found

✏ Assessment   More

No Assessment data found

🎓 Exam Results   More

No Exams Results data found

Identified Issues

Some parents reported that they did not receive the school bulletin.

We have worked with Bromcom and changed the email server. Some users' email client has been identified as blocking the email, so users have been advised to check Junk , Trash and Spam folders as well as removing all blocks.

Some parents reported that they are now unable to login into MCAS app.

The users who have reported this are able to access the Parent Web Portal. A senior member of the Learning Partners Network team is working with the Bromcom software team to resolve this.

Any issues please email MCAS@georgeabbot.surrey.sch.uk

Please describe the error in as much detail as possible including which platform you are attempting to use.

GCSEs: What you need to know…

- GCSEs graded 1-9
- Grade 4 in English and Maths required for most colleges for level 3 study
- Students who do not achieve these grades can follow level 2 courses
- Compulsory resits in Y12 for those not achieving grade 4 English & Maths
- Y10 students will sit their RE exam next summer

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How to support your child

- Attendance

- Organisation

- Motivation

- Wellbeing

- Revision

Attendance

Y11 Results 2024	
Students with below 90% attendance	Students with above 90% attendance
Average grade 5.0	Average grade 6.7

- Students on less than 90% attendance achieving a grade less in each subject versus students over 90%.

- Students should be in school and on time for all lessons.

Organisation & study space

- Accessible books & equipment
- Quiet & focused
- Remove distractions

Phones

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Motivation

- Timetable & routine
- Intrinsic – work hard for themselves
- Extrinsic – rewards

Wellbeing

- Food
- Sleep
- Worry
- Support

Revision top tips

- Aim: Embed knowledge in long-term memory

- MUST be ACTIVE

- Requires repetition

- Little & often

- Includes knowledge and exam skills

- Interleaving – mixing up subjects and disciplines

- Spacing – regularly revisiting information

- Start 'cold' – focus on what you don't know

Memory

Forgetting Curve

Memory vs. Time in Days
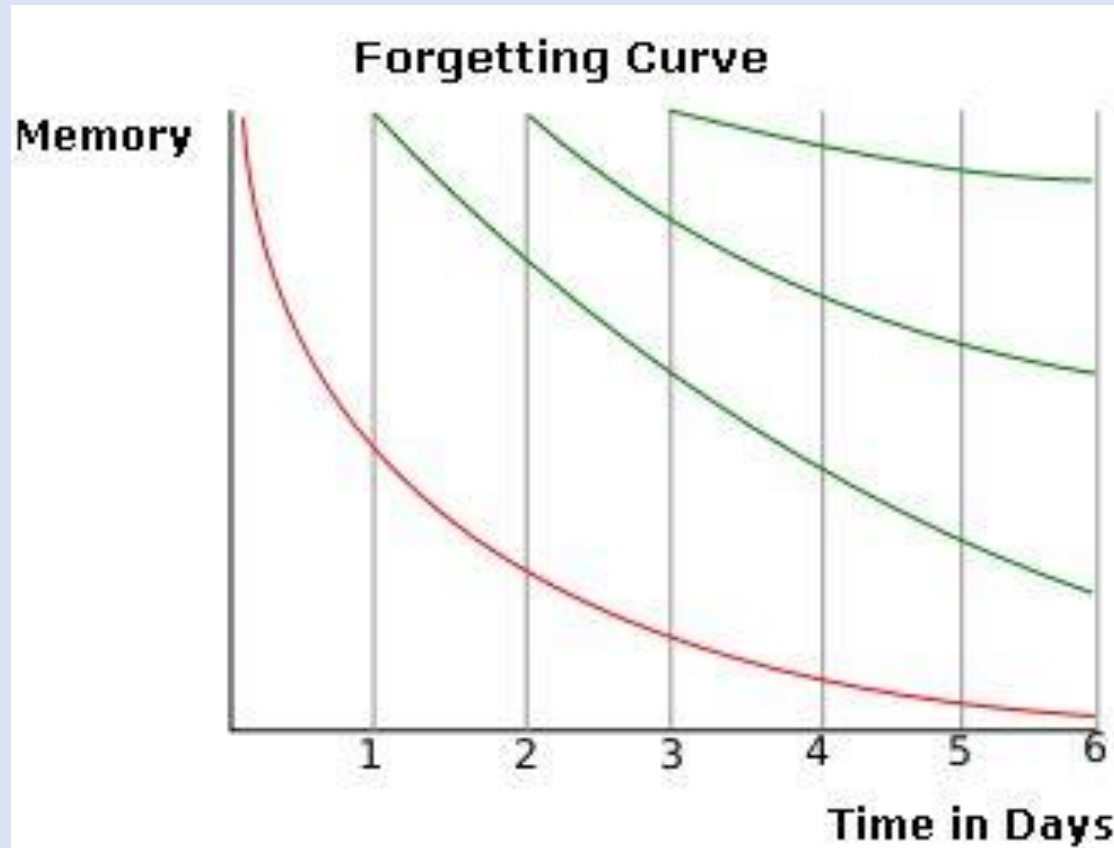
Ask probing questions

Instead of 'how was school today?'

Try: 'Tell me one thing you learned in History today'

Follow up with: 'Why was that important?' or 'How did that come about?'

Best way to embed knowledge – TEACH IT!

Leitner system – flash cards
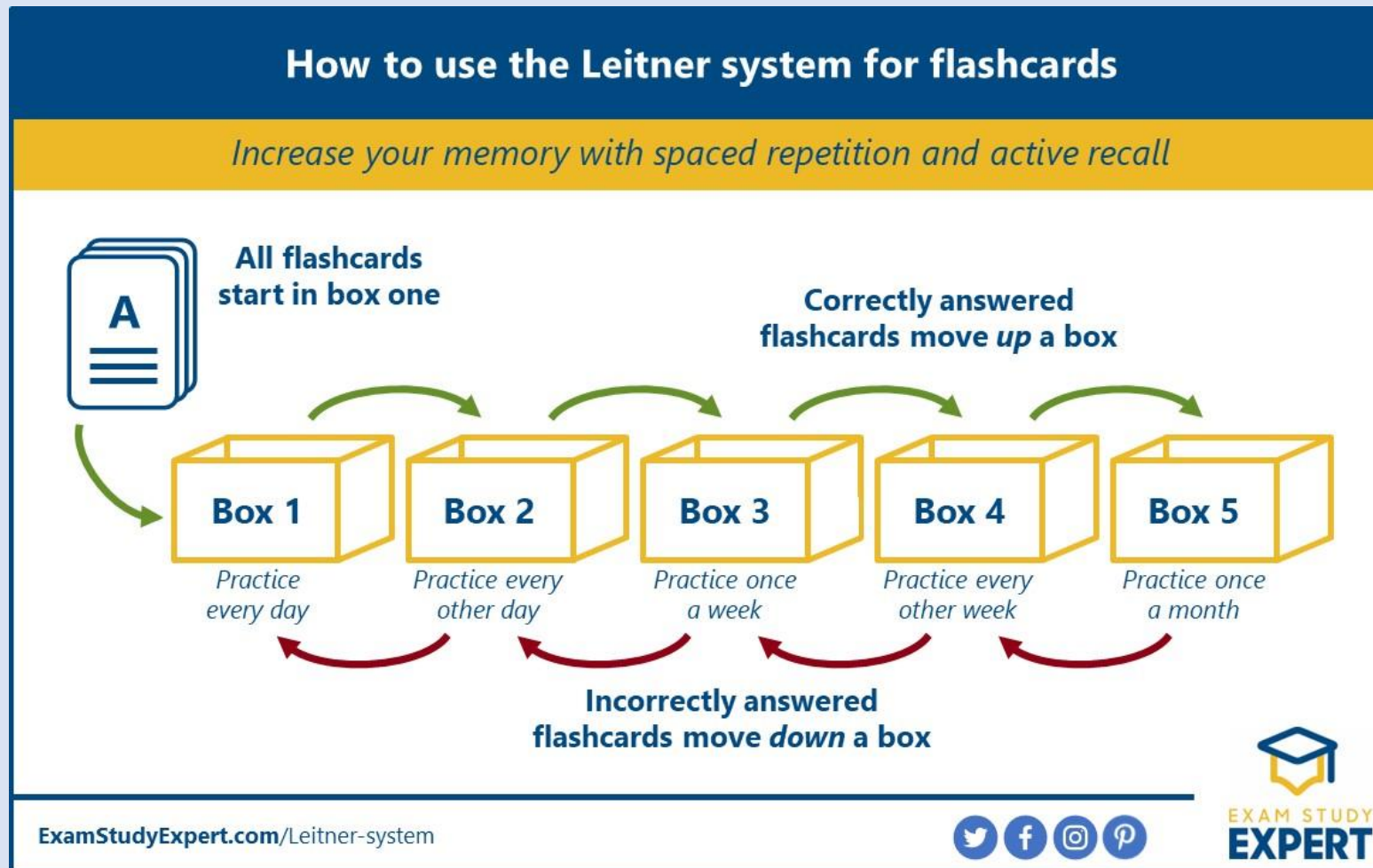
How to use the Leitner system for flashcards

Increase your memory with spaced repetition and active recall

All flashcards start in box one

A

Correctly answered flashcards move *up* a box

Box 1	Box 2	Box 3	Box 4	Box 5
Practice every day	Practice every other day	Practice once a week	Practice every other week	Practice once a month

Incorrectly answered flashcards move *down* a box

ExamStudyExpert.com/Leitner-system

EXAM STUDY EXPERT

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Chart: KS4 outcome distributions for a chosen KS2 attainment level **split by selected characteristic**
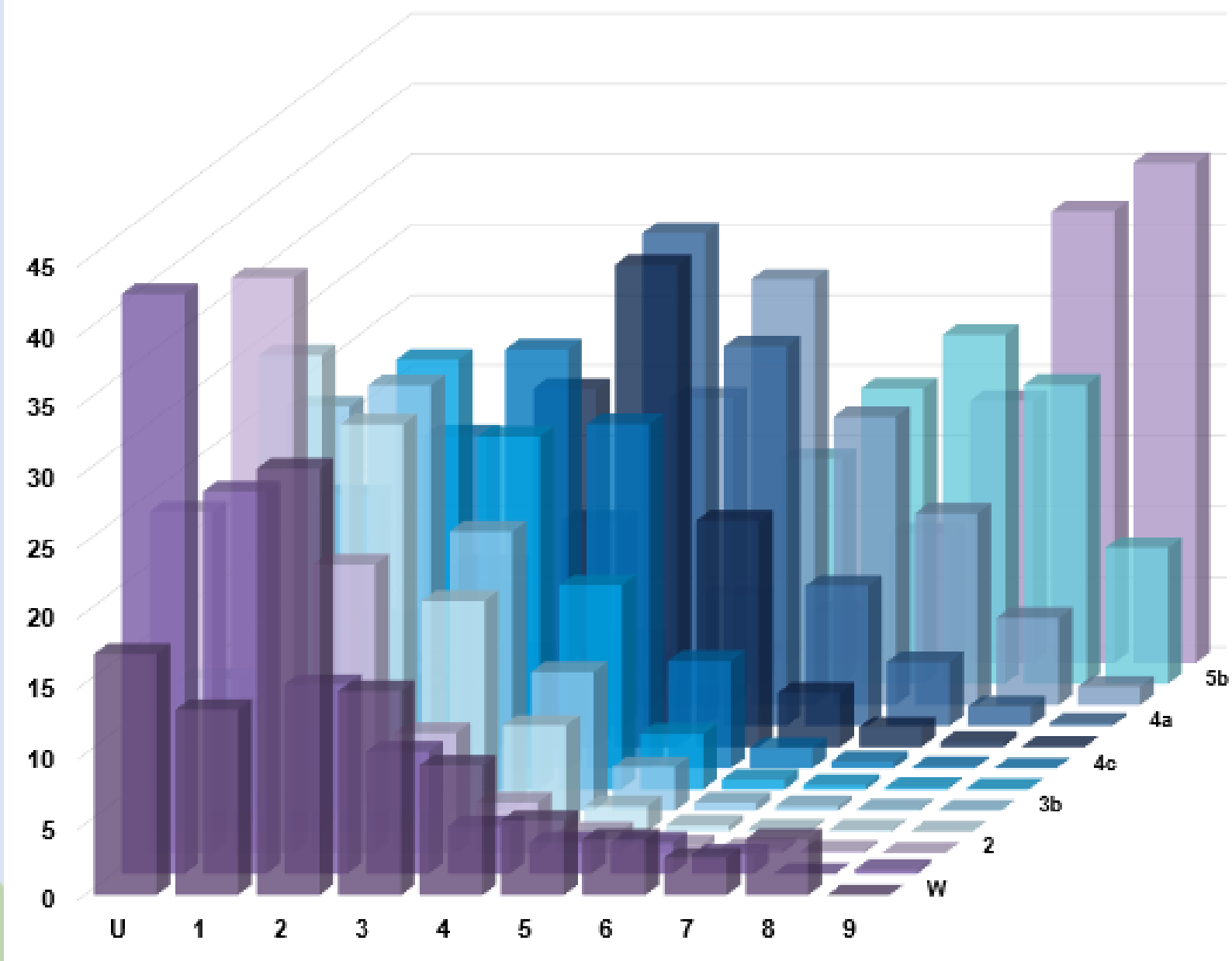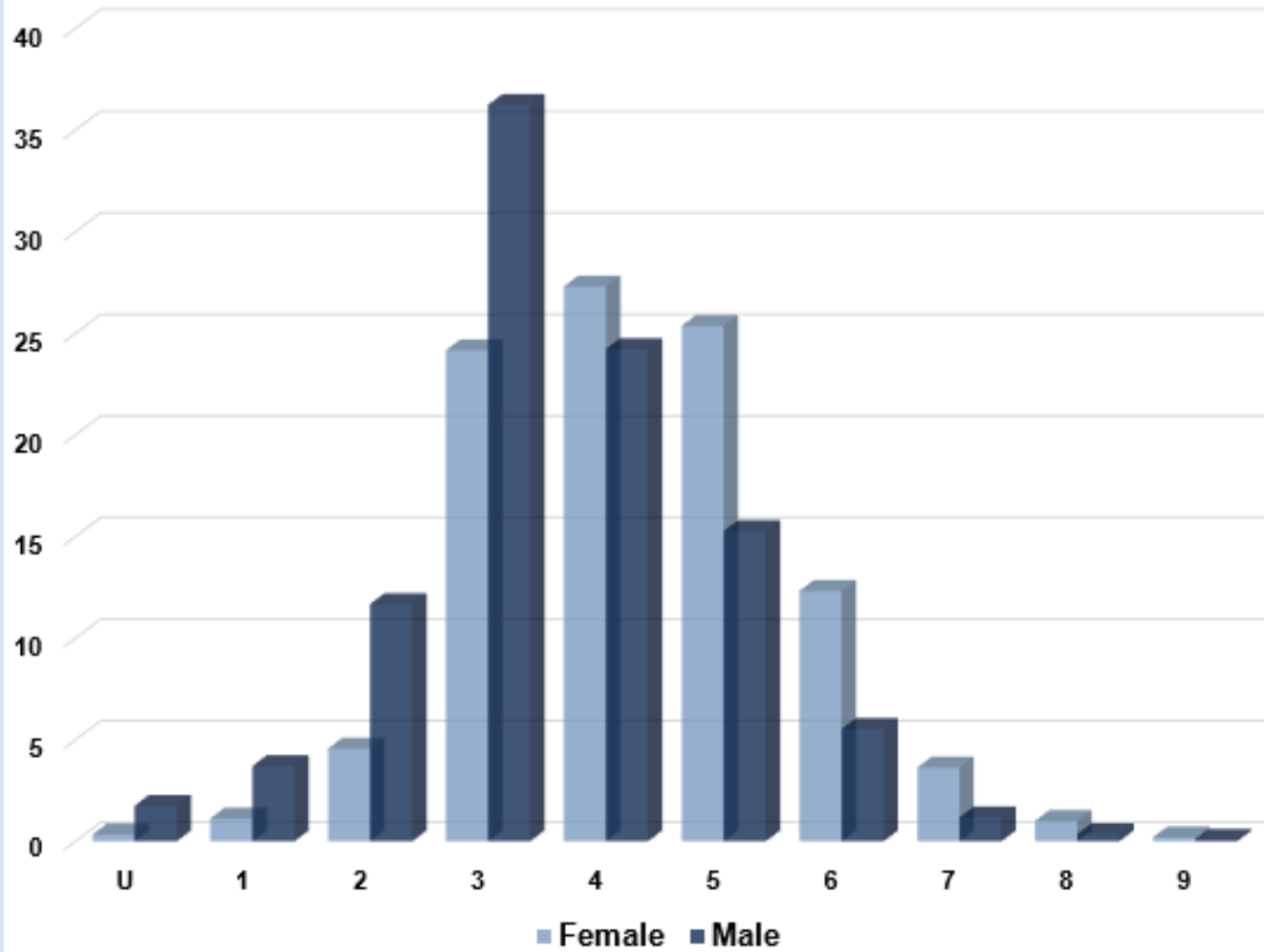
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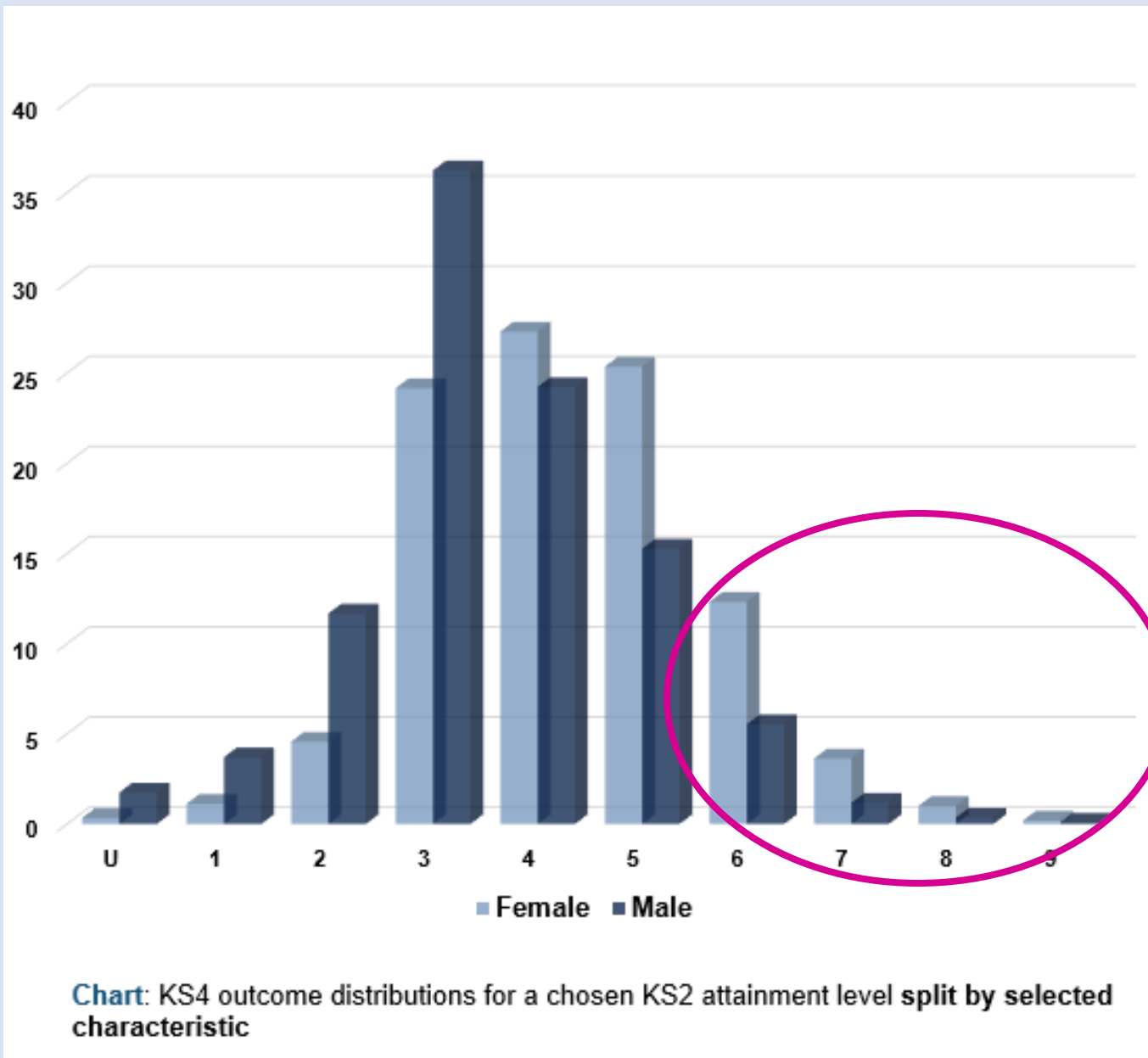
Aspiration || Community || Respect
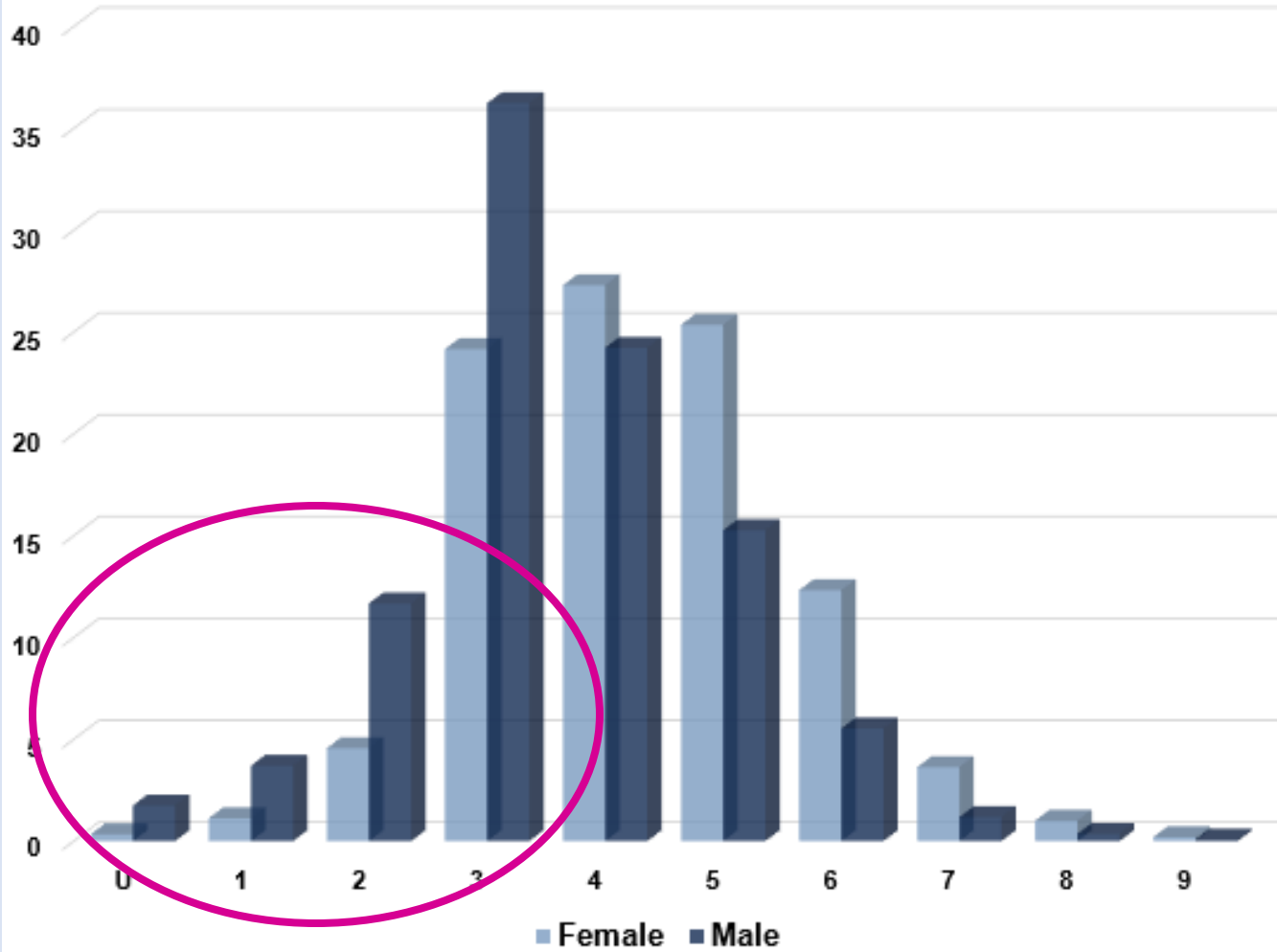
Chart: KS4 outcome distributions for a chosen KS2 attainment level **split by selected characteristic**

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Key dates

- 18th September – online parent / tutor consultations
- 18th November - assessment week
- 20th January - internal RE assessment
- 25th February – assessment week
- 26th March – Y10 interview day
- 27th March – RE progress support meetings
- 13th May - RE Paper 1
- 21st May – RE Paper 2
- 16th June – Y10 internal assessments begin (two weeks)

Y10 pastoral team

FG form tutor	Mr A Thomas	athomas@georgeabbot.surrey.sch.uk
GG form tutor	Mr L Wearn	lwearn@georgeabbot.surrey.sch.uk
PG form tutor	Ms C Rutherford	crutherford@georgeabbot.surrey.sch.uk
MG form tutor	Ms N Wojcikiewicz	nwojcikiewicz@georgeabbot.surrey.sch.uk
WG form tutor	Ms E Peake	lpeake@georgeabbot.surrey.sch.uk
FA form tutor	Ms N Mtungwazi	nmtungwazi@georgeabbot.surrey.sch.uk
GA form tutor	Ms S Sibree	ssibree@georgeabbot.surrey.sch.uk
PA form tutor	Ms K Johnson	kjohnson@georgeabbot.surrey.sch.uk
MA form tutor	Ms J Jennings	jjennings@georgeabbot.surrey.sch.uk
WA form tutor	Ms A Gill / Ms S Hope	agill@georgeabbot.surrey.sch.uk / shope@georgeabbot.surrey.sch.uk
Head of Year	Ms A Tilley	atilley@georgeabbot.surrey.sch.uk
Inclusion Manager	Mr S Harding	sharding@georgeabbot.surrey.sch.uk

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E-Safety in School

George Abbot Student Acceptable Use Agreement

- **Ensure the safety and security of themselves**
- **Respect for all our community**
- **Maintain the reputation of the school**
- **Not to use mobiles phones inside school buildings- not to film. School owned, and managed IT devices**

Understanding how to use to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.

1. Recognise **inappropriate** online content, contact and conduct.
2. Know how to **report issues** online (bullying, abuse and harassment).
3. Know how to **find help** in school/ home/ online
4. **Protecting identity** with privacy settings
5. Responsibilities- **Know your rights** for keeping safe.
6. Knowing how materials posted online , once shared can go **viral**.

Understanding how to use to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.

7. Understand that relationships presented online can allow **negative behaviour** to escalate.

8. Understand that sharing and viewing indecent images of children (including those created by children) is a **criminal offence** which carries serious penalties.

9. Understand how information and **data is generated, collected, shared** and used online **Algorithms**.

10. Understand what **grooming/ abuse may look like** and how to get help

Parents play a crucial role in helping secondary schools keep their children safe online.

Here are several ways you can contribute:

1.**Open Communication**: Establishing an open line of communication with children about online activities fosters trust and encourages students to share concerns or experiences they encounter online.

2.**Education and Awareness**: Parents should educate themselves and their children about online safety, including the potential risks of social media, cyberbullying, and privacy issues. Keeping up with current trends and technologies can help parents guide their children effectively.

3.**Set Clear Guidelines**: Work with schools to establish clear guidelines for appropriate online behaviour. Parents can help create rules regarding screen time, acceptable websites, and social media usage.

4.**Monitoring and Supervision**: Parents should monitor their children's online activities while respecting their privacy. Tools like parental controls can be helpful to manage internet usage, but it's essential to balance monitoring with trust.

5.**Encourage Critical Thinking**: Teach children to think critically about the information they encounter online, including recognizing misinformation, identifying suspicious behaviour, and understanding the implications of sharing personal information.

Parents play a crucial role in helping secondary schools keep their children safe online.

6.Promote Digital Citizenship: Encourage children to be responsible digital citizens by treating others with respect online, understanding the consequences of their actions, and being aware of their digital footprint.

7.Collaborate with Schools: Parents can work with schools to support and enhance existing online safety programs. This may involve participating in workshops, providing feedback on policies, or volunteering for related school initiatives.

8.Report and Address Issues: Encourage children to report any incidents of cyberbullying or inappropriate online behaviour. Parents should support schools in addressing these issues promptly and effectively.

9.Model Good Behaviour: Parents can model appropriate online behaviour by practicing safe and respectful internet use themselves. This sets a positive example for children to follow.

10.Resource Sharing: Share resources, articles, and tools about online safety with other parents and teachers to promote a community-wide understanding and commitment to protecting students online.

By actively engaging in these practices, parents can create a safer online environment for their children while working alongside school to foster responsible digital habits.

SEN
Mrs Richings

SENCO

SEND Support at George Abbot School

- There are no Learning Support Assistants (LSAs) in class and most students are supported within the class by teachers using Ordinarily Available Provision

- There is a SENCO/Deputy SENCO responsible for SEND in each year group
  - Year 7 – jrichings@georgeabbot.surrey.sch.uk
  - Year 8 & 11 – eferris@georgeabbot.surrey.sch.uk
  - Year 9 & 10 – eboothman@georgeabbot.surrey.sch.uk

- We work with parents and subject teachers to identify and support needs

- Students are assessed and monitored at the start of the year to identify needs and where support is required

- Needs change so our support will adapt accordingly each year

- You will be written to by October half term if we feel your child needs to be added to our SEND Support List

SEND Support is a graduated approach

- **Wave One support**
  - **Support for students with SEND starts in the classroom - this is known as Ordinarily Available Provision, in line with the SEND Code of Practice 2015**
  - **All teachers are made aware of individual student needs and can adapt their classroom and teaching to meet those needs**
  - **Additional clubs for students with SEND needs at break times**
- Wave Two support
  - Students have a Progress Mentor to check-in on them and liaise with teachers
  - Our team run 1:1 or small group interventions out of the classroom for identified students (these may be short-term or long-term)
  - Support in form time or break times may also be offered
- Wave Three support
  - We work with external agencies to support students
  - We may begin to discuss whether an EHCP is required

GEORGE ABBOT

NON SIBI SED TOTI

SCHOOL

Exam Support at George Abbot School

- The process for providing exam access arrangements (EAA) is that we must collect evidence of need from teachers to show students require support regularly in tests. There must also be test evidence and/or a diagnosis of a SEND need.

- Formal application of EAA can only happen from Year 9 onwards for use in GCSEs and we must apply again at Sixth Form.

For general questions or concerns about SEND please email
Mrs J Richings (SENCO)

jrichings@georgeabbot.surrey.sch.uk