

## Supporting Learning at Home



This section will help with:

- encouraging and supporting your child to complete homework at home
- helping your child to revise for exams
- helping your child to be mentally, emotionally and physically ready for the exams
- knowing what exam access arrangements are
- what happens once GCSE results are issued

## Supporting Learning

### Helping with Homework

At secondary school it can be expected that a child will be required to complete homework several times a week. The purpose of homework can be to:

- consolidate or reinforce skills or knowledge learnt in a lesson
- practise applying skills and knowledge to an exam style question or task
- revise a topic or topics in preparation for a test or mock exam
- extend the pupil's knowledge of a topic or skill beyond what has been learnt in class.

Completing homework on time and to a high quality is vital to enable your child to develop and demonstrate their skills and knowledge. Their teachers will be able to identify their strengths and weaknesses and as a result will be able to provide focused support to help them to fill in gaps and extend strengths.

Some children enjoy the challenge of homework and do not need much if any support from home to get it completed and handed in on time. However, other children do not necessarily see the value in homework or find it difficult to complete. This means that the more support you can give, the more likely they are to complete it and to the expected standard.

There are several things that you can help with to ensure that your child benefits from completing homework:

#### Set up a daily homework routine

As with anything, the key to ensuring homework gets done is to have a set routine in place. This could be something as simple as each day, when they return from school, you sit down together and discuss what homework needs to be done.

If it would help our child and you, you can always contact the school to get an idea of how frequently homework is set. The teachers will be able to tell you which days your child should have homework and for which subjects.

Once you know what homework has to be done, you can either have them complete it before your evening meal, or straight after. Make sure you stick to whichever schedule you decide upon.

#### Do it together

The need for this will vary owing to different factors: age, ability, confidence level and the relationship that you currently have with them. You could sit down together and be there to guide them when necessary. Talk about the subjects they are covering. Discussing the homework and asking questions will enhance the learning process. They'll also likely be much more willing to do it if they aren't alone and it's turned into a more enjoyable task.

If you are not required to sit down with your child for the whole duration of them completing homework, making yourself available if they need you to answer a question or read through their work, for example, will be very helpful.

#### Ensure that they have the right space

A noisy, busy space in which to complete homework is likely to have a negative impact on your child's approach to the tasks and the quality of the work they produce. Preferably, they need a quiet space, with enough room to spread out their books on a desk or table without

being interrupted. Some people work better with some background noise, others find that it interrupts their train of thought. Talk to your child about the right environment for them. If they have a phone or access to social media on a device, agree some conditions of use during homework time. For example, it could be a 10-minute reward for every hour they do homework for or, conversely, you both might agree that these devices are barred until the end of the homework session.

### **Ensure they have the right equipment**

It is highly likely that your child is going to need access to a computer and the internet in order to complete their homework or undertake further learning around a subject. However, other learning tools can also come in useful such as an encyclopaedia, dictionary and thesaurus. Whilst these can be found online, having physical copies is also helpful.

### **Providing further help**

As well as helping them with their actual homework, it's a good idea to do additional things to enhance their learning; making their homework easier. Reading together, watching educational programmes, drawing and playing educational games can all help expand their learning capacity and enthusiasm for a subject. Again, this will be dependent upon a range of factors, but the offer and availability of such support might be welcomed by your child.

(Source: <https://www.fosteringsolutions.com/news-events/back-school-helping-homework>)



## Useful resources at GCSE to support the completion of homework

Your child's school will be able to offer recommendations for useful websites and resources that they can complete at home to support their studies and exam preparation. However, these are just a few that are available that you and your child may find useful, according to the website [www.targetcareers.co.uk](http://www.targetcareers.co.uk):

### General revision resources

- BBC Bitesize is a website with syllabus-specific material over a wide range of subjects.
- Evernote is an app that allows you to access your notes online and share them with your friends.
- Foraday is a calendar app that tracks your day.
- Go Conqr is a website that allows you to make flash cards, mind maps, notes and slide sets.
- Hodder Education magazines are subject-specific publications aimed at A level, IB and GCSE students.
- Quizlet is a website that allows you to make flashcards and test yourself on them through memory games and exercises.
- Revision World has various different forms of revision help for multiple GCSE and A level subjects.
- Study Blue is a crowdsourced library of flash cards.
- Timetune is a schedule planning app.
- Tutor2U is a revision website with subject-specific material from teachers and schools.

### English revision websites

- No Fear Shakespeare is a translation facility for Shakespeare that puts his plays into modern English.

### Revision resources for science

- Beaker Mix Chemicals app lets you see the reactions that happen when you mix different chemicals.
- Biology Dictionary offline app gives you definitions for difficult biology terms.
- Periodic Table 2017 app is an interactive and up-to-date version of the periodic table.
- PhyWiz's Physics Solver app solves any physics problem you give it.
- The Sumanas, Inc website has information on various science subjects and topics.
- A number of science-specific apps exist for each exam board.

### Maths revision websites

- Study Maths is a website with revision notes, games and exercises.
- Exam Solutions has online tutorials and past papers.
- Maths Made Easy is a site with online tests, past papers and exam advice.

## Helping your child to maximise their outcomes at secondary school

- MyMaths is a subscription that many schools have. It has interactive homework, webinars and revision notes.
- Revision Maths has worksheets and notes on curriculum-specific topics.
- S-cool has tests and memory exercises for subject-specific topics.
- Maths Genie has revision notes and exercises.

### **Humanities revision resources: geography, history, religious studies, philosophy, sociology**

- Google Books and Google Scholar are good resources for further reading.
- The History Learning Site has important facts and information on key dates in history that are relevant to the GCSE and A Level curriculum.
- HistoryRevision has curriculum-specific revision notes.
- History Timeline app allows you to add events to a historical timeline and bookmark key dates.
- Mr McMillan's Revision YouTube channel has a number of revision and exam help videos for religious studies and philosophy.
- Old maps' A Touch of History app allows you to see historical maps from the 15th to the 20th century.
- Sociology Dictionary allows you to find definitions for technical sociology terms.

### **Revision resources for languages: French, German, Spanish, Portuguese**

- Babbel is not specifically for school exams but is a fun way of testing your language skills and covers many languages.
- Duolingo covers many languages and helps you track your progress.
- German Revision has crosswords and matching exercises for curriculum-specific topics.
- GetRevising has French, German and Spanish revision resources.
- Gojimo is a French revision app.
- The Language Gym has revision games and exercises for French and Spanish.
- S-cool has tests and memory exercises for German language.

### **Art revision resources**

- Dreams of Dalí is a 360° video that allows you to explore Dalí's works of art within a surreal world.
- The Guardian* art and design page includes opinion pieces on art and current exhibitions.
- Khan Academy has a series on art history.
- MOMA website has information on artistic movements including Abstract Expressionism, Cubism, Minimalism, Pop Art and Surrealism.
- Words to Use offers a list of interesting words for various colours, shades and hues.

### **Music revision websites**

- Touch Piano is a fun way to discover piano pieces from all ages, such as those by Debussy and Beethoven. It plays music to the tempo of keystrokes.
- YouTube has various classical music channels and allows you to hear different versions and interpretations of the same piece.

### **Drama revision resources**

- National Theatre Live broadcasts live performances to cinemas around the country.

### **PE revision resources**

- My PE Exam has quizzes, games and tutorials.
- An online revision guide for GCSE PE.
- Tes has a selection of paid-for and free revision material.

## **What can you do to support your child if they struggle with their working memory?**

**Working memory plays a big part in successfully completing exams. The move away from coursework to formal assessments at the end of Year 11 puts an even greater emphasis on the need for child to be able to effectively use their working memory.**

Working memory is a cognitive system with a limited capacity that is responsible for temporarily holding information available for processing. Working memory is important for reasoning and the guidance of decision-making and behaviour. Children who have suffered trauma or who have an attachment disorder will find it more difficult to hold on to the information that they need to learn a skill or technique. Children who have trouble with their Working Memory skills will often have difficulty remembering their teachers' instructions, recalling the rules to a game, or completing other tasks that involve actively calling up important information.

A good example of an activity that uses working memory is mental arithmetic. Imagine, for example, attempting to multiply 43 and 27 together, and spoken to you by another person, without being able to use a pen and paper or a calculator. First of all, you would need to hold the two numbers in working memory. The next step would be to use learned multiplication rules to calculate the products of successive pairs of numbers, adding to working memory the new products as you proceed. Finally, you would need to add together the products held in working memory, resulting in the correct solution. Without working memory we would not be able to carry out this kind of complex mental activity in which we have to both keep in mind some information while processing other material.

You can help your child improve this executive function by building some working memory boosters into their daily life.

### **1. Work on visualisation skills.**

Encourage your child to create a picture in their mind of what they've just read or heard. For example, if you've told them to set the table for five people, ask them to come up with a mental picture of what the table should look like. Then have them draw that picture. As they get better at visualizing, they can describe the image to you instead of needing to draw it.

### **2. Have your child teach you.**

Being able to explain how to do something involves making sense of information and mentally filing it. If your child is learning a skill, like how to dribble a basketball, ask them to teach it to you. Teachers do something similar by pairing up students in class. This lets them start working with the information right away rather than waiting to be called on.

### **3. Suggest games that use visual memory.**

There are lots of matching games that can help your child work on visual memory. You can also do things like give your child a magazine page and ask them to circle all instances of the word *the* or the letter *a* in one minute. You can also turn license plates into a game. Take turns reciting the letters and numbers on a licence plate and then saying them backwards, too.

#### **4. Play cards.**

Simple card games like Crazy Eights, Uno, Go Fish and War can improve working memory in two ways. Your child has to keep the rules of the game in mind. But they also have to remember what cards they have and which ones other people have played.

#### **5. Encourage active reading.**

There's a reason highlighters and sticky notes are so popular! Jotting down notes and underlining or highlighting text can help children keep the information in mind long enough to answer questions about it. Talking out loud and asking questions about the reading material can also help with this. Active reading strategies can help with forming long-term memories too.

#### **6. Chunk information into smaller bites.**

Ever wonder why phone numbers and social security numbers have hyphens in them? Because it's easier to remember a few small groups of numbers than it is to remember one long string of numbers. Keep this in mind when you need to give your child multi-step directions. Write them down or give them one at a time. You can also use graphic organizers, such as a flow chart or mind map, to help break writing assignments into smaller pieces.

#### **7. Make it multisensory.**

Processing information in as many ways as possible can help with working memory and long-term memory. Write tasks down so your child can look at them. Say them out loud so your child can hear them. Toss a ball back and forth while you discuss the tasks your child needs to complete. Using multisensory strategies can help your child keep information in mind long enough to use it.

#### **8. Help make connections.**

Help your child form associations that connect the different details they are trying to remember. Grab your child's interest with fun mnemonics like Roy G. Biv. (Thinking about this name can help children remember the order of the colours in the rainbow.) Finding ways to connect information helps with forming and retrieving long-term memory. It also helps with working memory, which is what we use to hold and compare new and old memories.

(Source: <https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters>)





## **Special arrangements for young people with additional needs during exams**

Schools can make their own arrangements for pupils with additional needs during internal exams. For public or external national exams, they must apply for special arrangements to be put in place. These can also be called access or assessment arrangements.

Schools have to demonstrate that special arrangements are needed. For example, pupils and students may first have been tested by a specialist teacher or an educational psychologist to determine which arrangements are appropriate. There may be a requirement for special arrangements to accommodate a pupil's special educational needs or mental health needs.

The special arrangements you can ask for include:

- extra time
- a separate room either in a small group or alone
- a reader
- a scribe
- a prompter to keep students focused
- an oral language modifier (except Scotland)
- a computer instead of handwriting
- assistive software (screen reader/voice recognition)
- exam papers in different formats, such as digital
- supervised rest breaks.

These arrangements may be offered to students with special educational needs or additional support needs, including autism. They must be requested in advance from exam boards or awarding bodies and there are often deadlines involved.

Schools can apply for special arrangements to be made with evidence of a pupil or student's needs and if an application is refused, they can appeal against it.

If you have concerns about your child as their exams approach, talk to school staff about applying for special arrangements.

(Source: <https://www.autism.org.uk/about/in-education/exam-guidance.aspx>)

## Supporting school revision sessions

After school revision sessions are now, more often than not, part and parcel of a Year 11 pupil's school timetable. They may run for the entire year or just in the lead-up to exams. Schools are increasingly holding revision sessions on Saturdays and during the school holidays.

Revision sessions with subject staff help children to practise key exam skills, consolidate subject knowledge and build their confidence. Your child may be identified to take part in particular revision sessions if their teacher feels they would benefit from extra intervention, or they will be encouraged to attend revision sessions along with their peers.

It would be beneficial for your child to attend the sessions, and your support with this is really important. Whilst attending revision sessions may need to be balanced out against other commitments, all efforts should be made to facilitate their participation.

It would be a good idea to make sure your child knows what the arrangements are in terms of getting back from school after they have attended a revision session so that they do not worry unnecessarily or get anxious about going to future sessions.

Talk to the school's Designated Teacher, or your main contact at the school, if you need further details about any aspect of the school's provision of revision sessions.

## Revising at Home

Your child's school should offer advice and guidance about revision arrangements. Many schools now hold an information evening for Year 11 pupils and their parents/carers to go through how best to approach revision at home. If your child's school doesn't offer this or you would like further support with how to organise it at home, you can contact the school's Designated Teacher (or your main contact).

Each child will revise in different ways – what works for one child might not work for another – and it is important that your child has the chance, at home or at school, to work out how they revise best before the most intense revision time so that they can put to use the most effective techniques when it really matters.

As a general rule of thumb, the following advice is a good starting point for organising revision at home:

1. Organise your study space and time. You could put together a schedule which includes subjects and topics within subjects, which you can amend every time you sit an exam.
2. Use flow charts and diagrams.
3. Use past papers to practise all of the questions and to make sure you can manage your time in the exam effectively.
4. Use online revision resources and activities to practise your knowledge and skills.
5. Explain your answers to others.
6. Organize study groups with friends (but only if it helps you – avoid if it doesn't!)
7. Take regular breaks.
8. Snack on brain food.
9. Plan your **exam** day.
10. Drink lots of water.

(Source: <https://www.topuniversities.com/student-info/health-and-support/exam-preparation-ten-study-tips>)

## Practical tips for the day before and the day of the examination

The lead up and actual day of an exam can be incredibly stressful. There are lots of things, however, that you can do to support your child. Below is some advice that you can give and help with to ensure that they are fully equipped for the exam:

### Physical Strategies

- **Sleep:** Get enough sleep the night before the exam. If you're dull-headed because of a lack of sleep, you won't be able to perform at your best. Sleep a few extra hours instead of studying a few extra hours.
- **Food:** Eat moderately before your exams; avoid a heavy meal. If you eat too much, your brain will have to devote energy to the process of digestion. On the other hand, if you skip a meal altogether, your brain will have inadequate fuel to function well. Aim for nutritional balance and moderation.
- **Drinks:** Avoid drinking diuretics that contain caffeine such as coffee, tea or cola, which could make you need to use the washroom more often.
- **Water:** Your body and your brain need water. Research has proven that your brain performs more efficiently when well-hydrated. Drink enough water, but not so much that you need to use the washroom.
- **Temperature:** The aim is to be as comfortable as possible during your exam so you're not distracted by physical needs or concerns. Take a sweater or jacket along in case of excessive air-conditioning or lack of sufficient heating. Arriving early may allow you to select the seat you feel most comfortable in.
- **Breathing:** Deep breathing involves breathing slowly and deeply. Start by inhaling through your nose. Make sure your chest does not expand; if it does you are breathing in a shallow way. Instead, expand your belly with each breath, while your chest remains unchanged. Try to reach a count of 6 on each in breath, and 6 on each out breath. When you have mastered this process, you can add a pause of 6 seconds between the inhaling and exhaling breath.

### Psychological Techniques

- **Positive Visualization:** This is a powerful psychological technique that can be used to enhance your positive feelings and diminish the negative ones. It is based on the fact that the mind and body are powerfully interconnected. You can create changes in your heart rate, skin temperature, and brainwave patterns by the thoughts you evoke. You can use this information to your advantage before and during your exam. Imagine a positive outcome; see yourself doing well, recalling the information easily and remaining calm and in control.
- **Handling Anxiety:** Practice deep breathing techniques if you find yourself becoming nervous or overwhelmed. By breathing correctly, you can provide your brain with fuel to help it perform better.
- **Arrive early:** This will help you avoid unnecessary stress in the immediate period before your exam. Allow for traffic, check the weather reports for exam day, or even travel to an external exam location in advance to get an idea of how long it will take you to travel there on the day of the exam.
- **Avoid nervous students:** While waiting for the exam to begin, avoid speaking to any nervous students and absorbing their negative energy. It's preferable to stay confident and focused on doing well on the exam.
- **Bring necessary materials:** Keep extra materials such as pens, pencils, calculators, rulers, or compasses packed and ready the night before the exam so you have time

to locate or even purchase any misplaced or lost items. Knowing you have everything you need will make you feel calmer and well-prepared.

### **Mental Strategies**

- **Review output:** If you have some time before the exam, use it to review material and practice your output. Don't try to learn new material at this stage.
- **Stay for the entire exam:** Stay for the full length of the exam. Even if you feel you cannot recall any more, by relaxing or waiting in the exam hall, information and details might come to mind and enable you to score additional points. On exams, every point counts.
- **Read instructions:** Make sure you focus on reading the directions carefully. This is the most common avoidable mistake made by students. Don't let it happen to you.
- **Read each question:** Really read what you are being asked to do on each question. Don't presume it's the angle you're familiar with. Reread to see what you're actually being asked and remember that exams change all the time, so questions that appeared in the past may differ from those given in the present.
- **Focus on yourself:** Don't look around at how other students are doing. It may appear that you're trying to cheat and it will just distract you from your main task which is to do as well as possible on your exams.
- **Budget your time:** Check how much each question counts towards your final mark and spend time on each answer accordingly. If you have a choice to write your answers in any order, do the easy ones first to build up your confidence.

(Source: <http://www.goodluckexams.com/what-to-do-on-the-day-of-an-exam/>)

# GCSE Revision Timetable



Don't forget to take regular breaks!

Day \ Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9am							
10am							
11am							
12noon							
1pm							
2pm							
3pm							
4pm							
5pm							

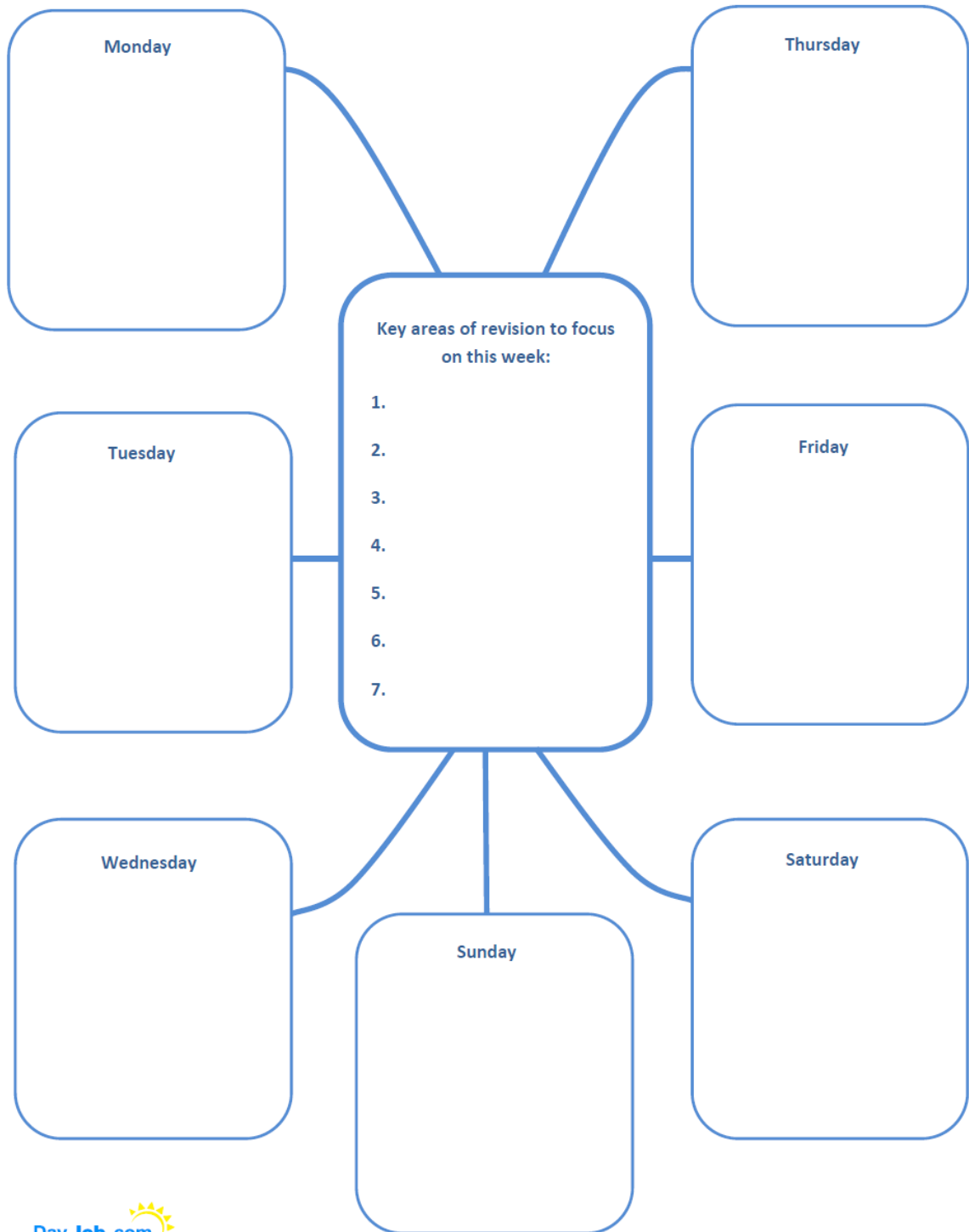
Day \ Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9am							
10am							
11am							
12noon							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							

# timetable revision

Name .....



### Weekly Revision Timetable



## GCSE results

Your child's school will communicate the arrangements for the collection of exam results. It is always beneficial for the young person to have the opportunity to collect their exam results on the day from school. Their friends may well be there too, and there will be staff on hand to support the pupils. Once your child's results are known, they may need to confirm that they wish to take up their place at their chosen Post 16 setting. The offer email or letter from the setting will have detailed how they can do this, and staff at the school on results day will be able to help if your child is not sure. If any changes to Post 16 plans need to be made because, for example, their GCSE grades are better or not as predicted, your child may need to talk to their intended Post 16 setting. Again, the staff at their school will be able to help with this.

Don't forget to speak to their social worker about changes that may need to happen to make sure that they are aware and are supportive of these changes.

If your child does not wish to collect their results in person, the school will send the results home by post. This will take a few days. This may delay any decisions or changes that need to be made, so it's always best to collect them on the day, where possible.

Centre		Candidate		Unique Candidate Identifier	Unique Learner Number	Sex	Date of Birth
00000 SAMPLE SCHOOL		0000 SAMPLE CANDIDATE		0000000000A	00000000	0	00/00/00
Series	Code	Unit (max UMS)		UMS	Subject Award	UMS	Unit grade
<b>Double Award Course</b>							
4854	ENGINEERING			300	AB(ab)		
Jun	48501	Engineering Unit 1 (80)				64	A
Jun	48502	Engineering Unit 2 (120)				93	B
Jun	48503	Engineering Unit 3 (80)				61	B
Jun	48504	Engineering Unit 4 (120)				82	C
<b>Full Course</b>							
8700	ENGLISH LANGUAGE					7(seven)	
8701	Spoken Language					Merit	
8702	ENGLISH LITERATURE					7(seven)	
8300H	MATHEMATICS					8(eight)	
4401	BIOLOGY			308			B(b)
4402	CHEMISTRY			236			D(d)
4658	FRENCH			276			A*(a*)
4403	PHYSICS			297			B(b)
<b>Short Course</b>							
4056	RELIGIOUS STUDIES			53			D(d)



## Frequently Asked Questions

**Q: My child does not go to our local school so I don't have the opportunity to meet with and speak to their teachers on a regular basis. What can I do to ensure that I am fully in the loop with how things are going at school, progress wise?**

A: There tends to be less regular contact between home and school at secondary school as pupils are expected to be more independent and take more responsibility for their learning. However, distance can make the monitoring of how things are going at school feel more difficult. It would be a good idea to speak to the school's Designated teacher directly about this. A link person can then be agreed, with phone number, email address and conditions for being contacted being established.

For more general information such as dates of consultation evenings, mock exams and so on, you can access the school's website. Many schools also now use a text messaging service to communicate with home about issues such as absences and urgent messages (such as a sudden school closure). You can find out if your child's school uses this type of service and, if so, it would be a good idea to sign up.

**Q: What's the difference between progress and attainment?**

A: The Department for Education (DfE) and Ofsted use the words 'attainment' and 'progress' based around the following definitions:

- 'Attainment' refers to the standards that pupils reach, often measured in assessment and examination results. Attainment results are usually defined as grades, scores or levels achieved by pupils.

For example, a pupil may have achieved five grade 5s, three grade 6s and one grade 8 in their GCSEs.

- 'Progress' refers to pupils' achievements over a period of time, for example from Key Stage (KS) 2 to KS4. Progress is measured by comparing pupils' current attainment with their previous attainment and measuring the difference.

For example, the grades the pupil achieved at GCSE are better than their targets and therefore show that the pupil has made better progress than their performance at the end of Key Stage 2 had forecast.

(Source: <https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/school-improvement-data/expectations-of-pupil-progress/what-is-the-difference-between-attainment-and-progression/>)

**Q: I know that coursework will only be part of a few subjects from now on, but will it count towards their final GCSE grade?**

A: The answer is Yes. If your child completes coursework during their GCSE course, it will contribute to their final GCSE grade. The coursework itself will be completed in lessons but your child may have planning to complete for homework.

Below are some examples of what coursework looks like within the new GCSEs:

## Helping your child to maximise their outcomes at secondary school

Non-examination Assessment: Spoken Language	Component 2: Devising drama (practical)
<p><b>What's assessed</b></p> <p>(AO7–AO9)</p> <ul style="list-style-type: none"> <li>presenting</li> <li>responding to questions and feedback</li> <li>use of Standard English</li> </ul>	<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>Process of creating devised drama</li> <li>Performance of devised drama (students may contribute as performer or designer)</li> <li>Analysis and evaluation of own work</li> </ul>
<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>teacher set throughout course</li> <li>marked by teacher</li> <li>separate endorsement (0% weighting of GCSE)</li> </ul>	<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Devising log (60 marks)</li> <li>Devised performance (20 marks)</li> <li>80 marks in total</li> <li>40% of GCSE</li> </ul>
	<p>This component is marked by teachers and moderated by AQA.</p>

Component	Marks	Duration	Weighting
Television and promoting media (01)	70	1 hour 45 mins	35%
Duration includes 30 minutes' viewing time			
Music and news (02)	70	1 hour 15 mins	35%
Creating media (03 or 04)	30	-	30
Non-exam assessment			

### **Q: My child has been set some mathematics homework and I am struggling to help them as I don't understand what they have to do. What can I do?**

A: Don't worry. As a foster carer, like all parents, you cannot be expected to be an expert in each subject. If you and your child do not understand a piece of homework, you or your child (depending upon their age, ability and confidence) can contact the teacher who set the homework and ask them to explain it. It is always worth looking at homework well in advance of the deadline to give you both time to follow up queries and still complete it before the deadline.

Youtube and the internet will have information and 'how to?' advice about most topics which can be a good starting point if you cannot speak to the teacher straight away. Be mindful that sometimes the maths equation, for example, may be explained differently to how they have been taught in class. If this is the case, and it becomes too confusing, leave the homework and contact the school.

## **Key Members of Staff in School**

There may be several staff members in school that will support your child at school. It would be useful for you to find out the name and contact details of the person in each role so that you know who to speak to if and when required.

Titles of roles can vary from school to school, but the roles below tend to be found in most secondary schools:

### **Designated Teacher for children in care**

All maintained schools, academies and Free Schools are required to appoint a Designated Teacher to champion the educational attainment of looked after children and act as a source of information and advice about their needs.

If you do not know who the Designated Teacher is, please ask at the school immediately and make contact.

### **CiC Coordinator**

A school may have a CiC Coordinator who works alongside the Designated Teacher. They may oversee the daily support and welfare of a child in care and support the Designated Teacher in completing the PEP documents and meetings.

### **Head Teacher / Principal**

The headteacher or Principal is the leader of the school. They have the overall responsibility for everything that happens within the school and work with the governing board to set its strategic direction.

### **Head of Year**

This may be Head of Key Stage in smaller schools. Heads of Year are responsible for tracking pupil attainment and supporting them pastorally. There may also be **Assistant Heads of Year** who support the Head of Year with monitoring behaviour, attendance and following up issues.

Sometimes Heads of Year are called **Learning Directors**.

### **Form Tutor**

Your child will have a form tutor. A form tutor's role is to care for students and to monitor their progress both academically and socially; encouraging them to get involved in school life and to show high standards of work and behaviour. Pupils usually meet their form tutor for registration at least once a day. This is the member of staff to contact for day to day issues in the first instance.

### **Teaching Assistant / Learning Support Assistant**

Teaching Assistants will know your child very well and may support them in the classroom. Their role is to support a pupil to engage with their learning, whether it be to reinforce and re-explain instructions or to support the completion of a task.

### **Pastoral Support Workers**

The purpose of the Pastoral Support Worker is to provide a member of staff who can assist Progress Leaders and Managers in the effective daily management of the pupils, as well as providing individual and group intervention as necessary.

## **SENDCO**

Special Educational Needs and Disabilities Co-ordinator – The SEND Coordinator (SENDCO) plays an important role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

## **Attendance Officer**

Attendance officers track student attendance. There are strict policies regarding the monitoring of pupil attendance. Attendance officers will ensure that the whereabouts of all pupils is known daily and any issues regarding attendance are followed up. They may work with other agencies where a pupil's attendance is a concern. Parents/carers will be contacted if a pupil is absent and the school has not received notification from home.

You can record the contact details for each key member of staff at your child's school on the next page.

Helping your child to maximise their outcomes at secondary school

Name:		Phone:
Role:	Email:	
	Notes:	
Name:		Phone:
Role:	Email:	
	Notes:	
Name:		Phone:
Role:	Email:	
	Notes:	
Name:		Phone:
Role:	Email:	
	Notes:	
Name:		Phone:
Role:	Email:	
	Notes:	

## **Glossary of Educational Terms**

### **Academies**

Academies are independent, publicly-funded schools. Academies receive their funding directly from the Department for Education, rather than the local council or educational authority. Academies must follow the same rules on admissions, special educational needs and exclusions as other state schools, but they do not have to follow the national curriculum. Each academy or academy chain is run by a trust which employs the staff.

### **A Level**

Short for General Certificate of Education Advanced Level, A Levels are studied between the ages of 16-18 years. Exams are often sat at the end of both years. The first year of A Level is called AS Level (Advanced Subsidiary) and the second year is called A2. Together they make up an A Level. The curriculum is set by the government but the exams and specifications (syllabuses) are set by individual exam boards.

### **AQA**

AQA (the Assessment and Qualifications Alliance) is a UK exam board offering a range of qualifications including GCSE and A Level.

### **Attainment 8**

Used in secondary schools, Attainment 8 records a pupil's achievement across eight qualifications, including Maths and English.

### **Cambridge Assessment International Education**

Cambridge Assessment International Education is an international exam board offering a range of qualifications including Cambridge Primary, Cambridge Lower Secondary and Cambridge IGCSE.

### **Comprehensive school**

Comprehensive schools are secondary level state-funded schools, that do not select their students on the basis of achievement or their academic aptitude. They should accept any applicable students from within a geographical area. They differ from grammar schools, which selects pupils on the basis of their grade at the 11+ exam. Today, most comprehensives are also academies.

### **Edexcel**

Edexcel is a UK exam board offering a range of qualifications including GCSE.

### **Edexcel International**

Edexcel International offers a range of syllabuses for the Edexcel IGCSE.

### **Framework**

A guide developed for Key Stage 2 and 3 outlining how and when subjects should be taught.

### **Free schools**

A free school is a variety of academy; a state-funded, free-to-attend, independent school which is not controlled by a local educational authority. A free school is understood to be "free" from local authority control, rather than describing free for students to attend. Like other academies, free schools may have sponsors, but the sponsor may not control more than 1/5 of a free school's board of trustees. Free schools are allowed to employ teachers who have not gained Qualified Teacher Status (QTS).

### **GCSE**

Short for General Certificate of Secondary Education, GCSEs are studied between the ages of 14-16 years and are assessed by formal exams. GCSEs cover a wide range of subjects

and each student chooses several subjects to study. Most are expected to take English, Mathematics, and Science. Coursework may count for part of the final mark depending on the subject and syllabus. The curriculum is set by the government but exams and specifications (syllabuses) are sent by individual exam boards.

### **Gifted and Talented**

Gifted and Talented is a phrase used to describe high ability children. The gifted are those with high ability in one or more academic subject, and the talented are those with high ability in sport, music, visual arts and/or performing arts.

### **Grammar schools**

Grammar schools are schools that select their students on the basis of their academic aptitude. Historically, grammar schools were the selective level of the Tripartite System of secondary education in the UK from the 1940s to the 1960s. With the introduction of comprehensive schools in the 1970s, many grammar schools converted to comprehensives or became independent, fee-paying schools. Some areas of England, such as Kent and Lincolnshire, retain most elements of the Tripartite System, and select students for grammar schools on the basis of their results at the 11+ exam.

### **IB**

The IB (International Baccalaureate) offers three programmes used in many schools all over the world: PYP (Primary Years Programme), MYP (Middle Years Programme), IB Diploma Programme.

### **IB Diploma Programme**

The IB Diploma Programme is offered by the International Baccalaureate (IB) for students aged 16-19 years. It is a demanding two-year curriculum that leads to a qualification recognized by universities around the world.

### **IGCSE**

IGCSE is an international qualification for 14-16 year olds offered by Cambridge Assessment International Education and Edexcel International.

### **Key Stage**

The national curriculum in the UK defines the minimum educational requirements for students of compulsory school age (5-16 years). It is organised on the basis of five Key Stages. At the end of each Key Stage, students take assessments to determine the levels they have reached.

Foundation (Reception/3-5 year olds) - Infant

Key Stage 1 (Years 1-2/5-7 year olds) - Nursery

Key Stage 2 (Years 3-6/7-11 year olds) - Primary

Key Stage 3 (Years 7-9/11-14 year olds) - Lower Secondary

Key Stage 4/GCSE (Years 10-11) - Upper Secondary

After GCSEs students can opt to enter Key Stage 5 and take A Levels (Years 12-13/16-18 years old). It is increasingly common for schools to adopt a two-year Key Stage 3 in favour of three years of study in Key Stage 4. The thinking behind this is to give pupils more time to prepare for the new examination led assessments at the end of Year 11.

### **Multi-academy trust (MAT)**

A multi-academy trust (MAT) is a group of academies run jointly by one board of directors, working together as one entity to pool resources and improve standards across the trust. A

multi-academy trust is usually headed by a CEO, who differs from a traditional headteacher, and may not be a qualified teacher themselves.

### **MYP - Middle Years Programme**

The Middle Years Programme (MYP) is offered by the International Baccalaureate (IB) for students aged 11-16 years and provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects.

### **National Curriculum, The**

The national curriculum is set by the government in the UK and is a program of study outlining what must be taught at each level and giving attainment targets. Not all schools have to follow the national curriculum (such as academies and private schools).

### **National Literacy/Numeracy Strategy (NLS/NNS), The**

The NLS and NNS were approaches to teaching the reading, writing and mathematics elements of the national curriculum. They defined the objective of the English and Maths curriculum at Reception to Year 6 (3-11 year olds). The National Strategies were abolished in 2011.

### **OCR**

OCR (Oxford Cambridge and RSA Examinations) is a UK exam board offering a range of qualifications including GCSE and A Level.

### **Private schools**

Private schools (also known as *independent schools* and in some cases *public schools*) are schools that charge fees in order to attend. They do not get funding from the government, and do not have to follow the national curriculum. About half of private schools are inspected by Ofsted, while the other half are inspected by either the Independent Schools Inspectorate or the School Inspection Service. Some older and more expensive private schools are known as "public schools" although they are not part of the public sector; these schools were considered historically public because they were open for anyone to attend, provided they could pay the fees.

### **Personal Education Plan**

A meeting to plan for the education of a CiC. The meeting is usually organised by the young person's social worker and involves the pupil, the carer and, if the young person agrees, a representative from the school.

### **Progress 8**

Progress 8 is a measurement scale used to determine the progress a pupil makes from the end of primary school to the end of Key Stage 4. It was introduced in 2016 as a new measure for determining overall school performance. Under Progress 8, pupils' results are compared to the progress of other pupils nationally with similar levels of attainment (using Attainment 8). Students are then judged relative to their attainment and how much progress they have made since the end of primary school. The average scores of a cohort makes up a school's Progress 8 score.

### **PPG – Pupil Premium Grant**

The Pupil Premium is additional funding for schools in England to raise the attainment of disadvantaged pupils. The funding – up to £600 - is issued to schools by the Suffolk Virtual School for children in care each term, providing that a PEP is submitted on time in the previous term.



**SATs**

SATs (officially known as National Curriculum assessments) are the national curriculum tests that are taken at the end of Key Stages 1 and 2. They are designed to help teachers measure students' progress, how much of the curriculum they understand and what they might achieve in the future. SATs attainment levels were abolished in 2016 and replaced with a new judgement framework.

**SEN (Special Educational Needs)**

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. These children may need extra or different help from that given to other children of the same age.

**Whiteboard, Interactive**

An interactive whiteboard is a teaching tool that enables anything you can do or see on a computer screen to be projected onto a whiteboard for all the class to see. It is made up of a computer, a digital projector, and a whiteboard which acts as a touch-sensitive screen.

**WJEC**

WJEC (Welsh Joint Education Committee) is a UK exam board offering a range of qualifications including GCSE.

(Source: <https://global.oup.com/education/help/glossary/?region=uk>)