

Making the most of Key Stage 4

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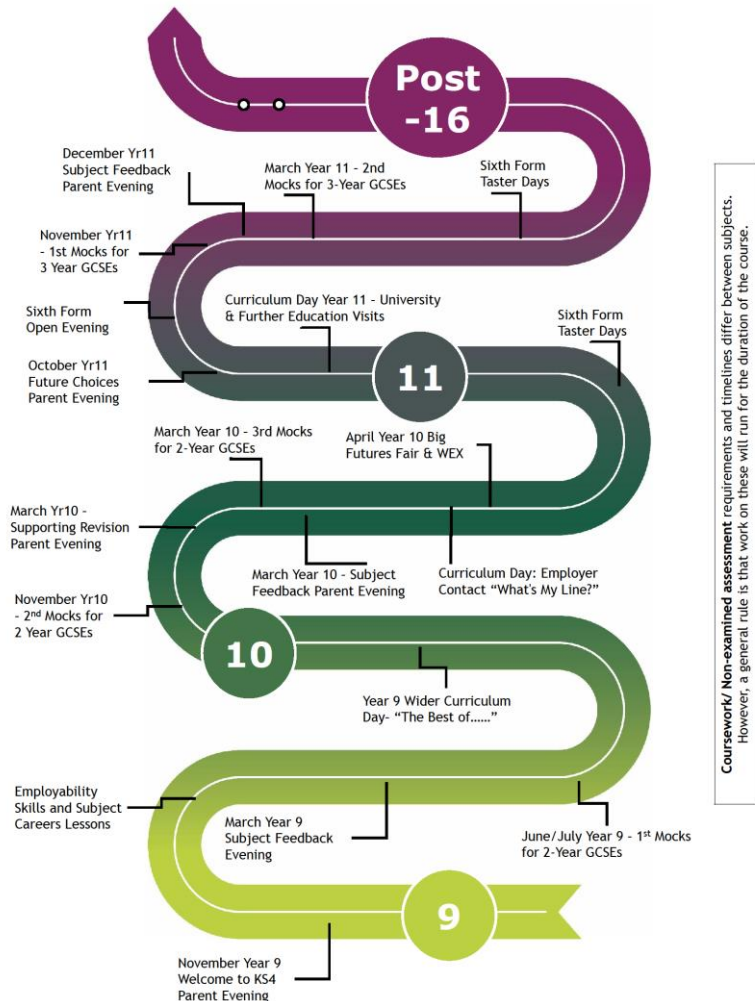
Key Stage 4

- The Structure of Key stage 4
- Attendance as a controllable factor
- Top Tips for Home Learning & Revision at home
- Navigating The Teenage Years

Key Stage 4 at Heathfield



The Key Stage 4 Journey



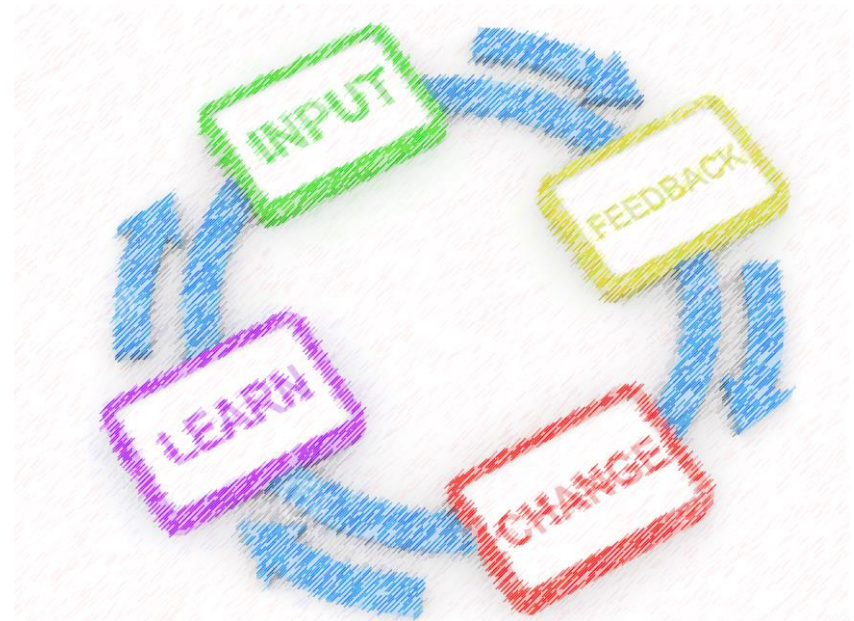
Staged Approach to:

- Mocks & GCSEs
- Careers & Post-16 choices
- Age appropriate Personal Development
- Wider education: academic & cultural
- Well-being

The Structure of Key Stage 4

A Staged approach to Mocks & GCSEs

- 2 GCSEs in Year 10 spreads the workload, supports well-being and keeps a broad curriculum.
- The journey to examination is phased and based on continual feedback



The Structure of Key Stage 4

Careers & Post-16 choices:

- Employability skills
- Careers Lessons in Subjects
- Alumni contact
- Wider Curriculum Days
- Work experience option in Y10
- Careers Library and Careers Adviser
- Information Evenings
- Careers Interviews available for all

The Structure of Key Stage 4

Age Appropriate PD and well-being

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Ground Rules: negotiated by the class for the year CEIAG: My Future and how I'll realise it DATE (Drugs, Alcohol and Tobacco Education) (2019 trial with Sussex Police and the PSHE association on role of the police in lessons)	DATE (Drug, Alcohol and Tobacco Education) Normative data, baseline assessments on what they already know Anti-Bullying Week: sexting: definition, the law and ways to negotiate	DATE: Alcohol/ Illegal substances (including the Law, County Lines, managing individual risk)	DATE/ RSHE: Debate on legalisation of drugs. RSHE: Normative data Risk management, mindfulness, self-esteem and resilience	RSHE: Positive Relationships, risk management, contraception	RSHE: Contraception, sexualised and gendered language SMSC
Year 10	Ground Rules: negotiated by the class for the year KS4 citizenship RSHE: The family & adoption/ STIs/ Abortion KS4 Citizenship	RSHE: sexuality and homophobia Anti-Bullying Week: grooming: the law and sexual consent and exploitation	Homelessness and housing: YMCA session Independent living 2019 #knowknives sessions funded by East Sussex KS4 citizenship FBV	CEIAG: pre and post Big Futures careers fair preparation lessons KS4 Citizenship Self-esteem/ body image eating disorders SMSC	Mental Illness/ resilience and sources of support SMSC	RSHE: Cancer: what it is, how to manage personal risk The importance of listening and Mental Health and wellbeing and seeking sources of support (Samaritans session)
Year 11	Ground Rules: negotiated by the class for the year KS4 Citizenship Lesson to mark World Mental Health Day SMSC Prejudice topic: disabilism, ageism, racism, homophobia, transphobia, sexism, classism Session led by BUR on Disability Hate Crime KS4 Citizenship	CEIAG: Planning for the future: A Level Talks, apprenticeships presentation, applying to College via Careers East Sussex Anti-Bullying Week: This year's theme or a lesson on consent and grooming #metoo	CEIAG and Prejudice continued from term 1 and 2	RSHE: Transphobia, homophobia, pornography and consent	Mental health, managing stress, exam technique	

The Structure of Key Stage 4

Wider support for young adulthood:

Collapsed Curriculum Days

World Mental Health Day

The Big Vote and Youth Parliament

Careers Events: Open Door visit, Uni Visits, College visits, WEX

Wellbeing and Resilience strategies in tutor time

Parliament week and visit to London

Safe Driving events

Anti-Bullying Week

National Volunteer Service

Financial Planning guidance

Charity events

Equality Awareness events

Teenage Cancer Trust Talks

Wider Curriculum offer:

- Clubs
- Supercurricular
- Leadership
- Houses
- DofE
- STEM
- Enrichment Week

The Structure of Key Stage 4

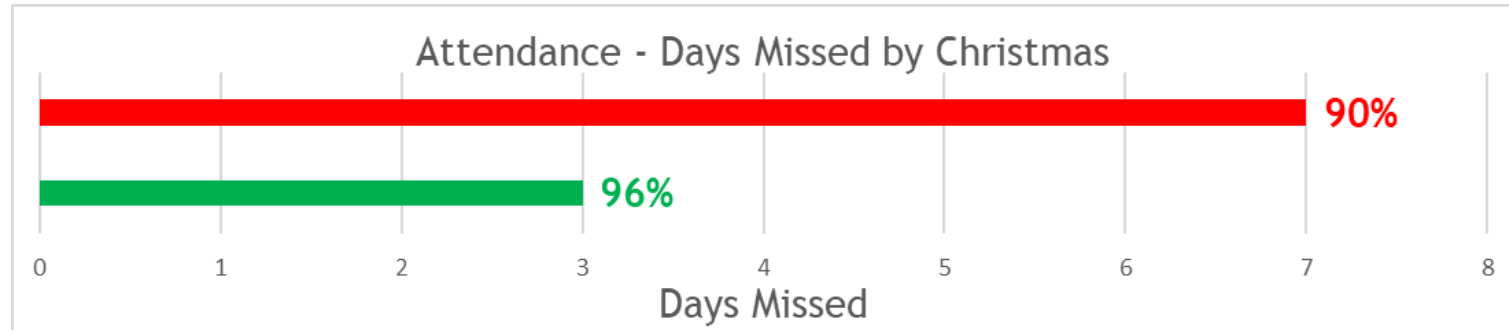


Attendance



Attendance is everything

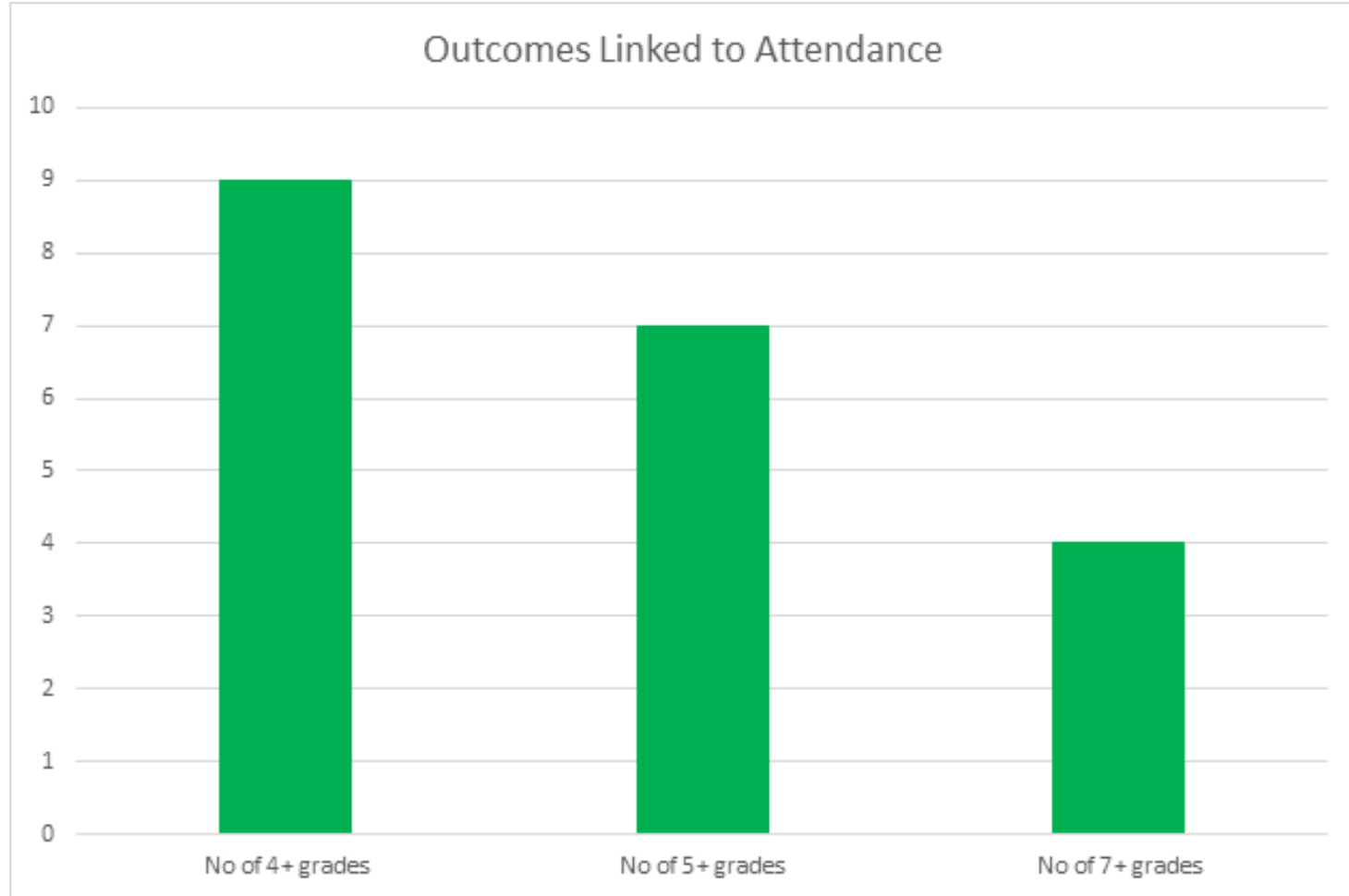
90% of anything is pretty good, right?..



Historically, Heathfield students with an average attendance of **96%** or more achieved over **1½ GCSE grades higher** compared to those with attendance less than **90%**.

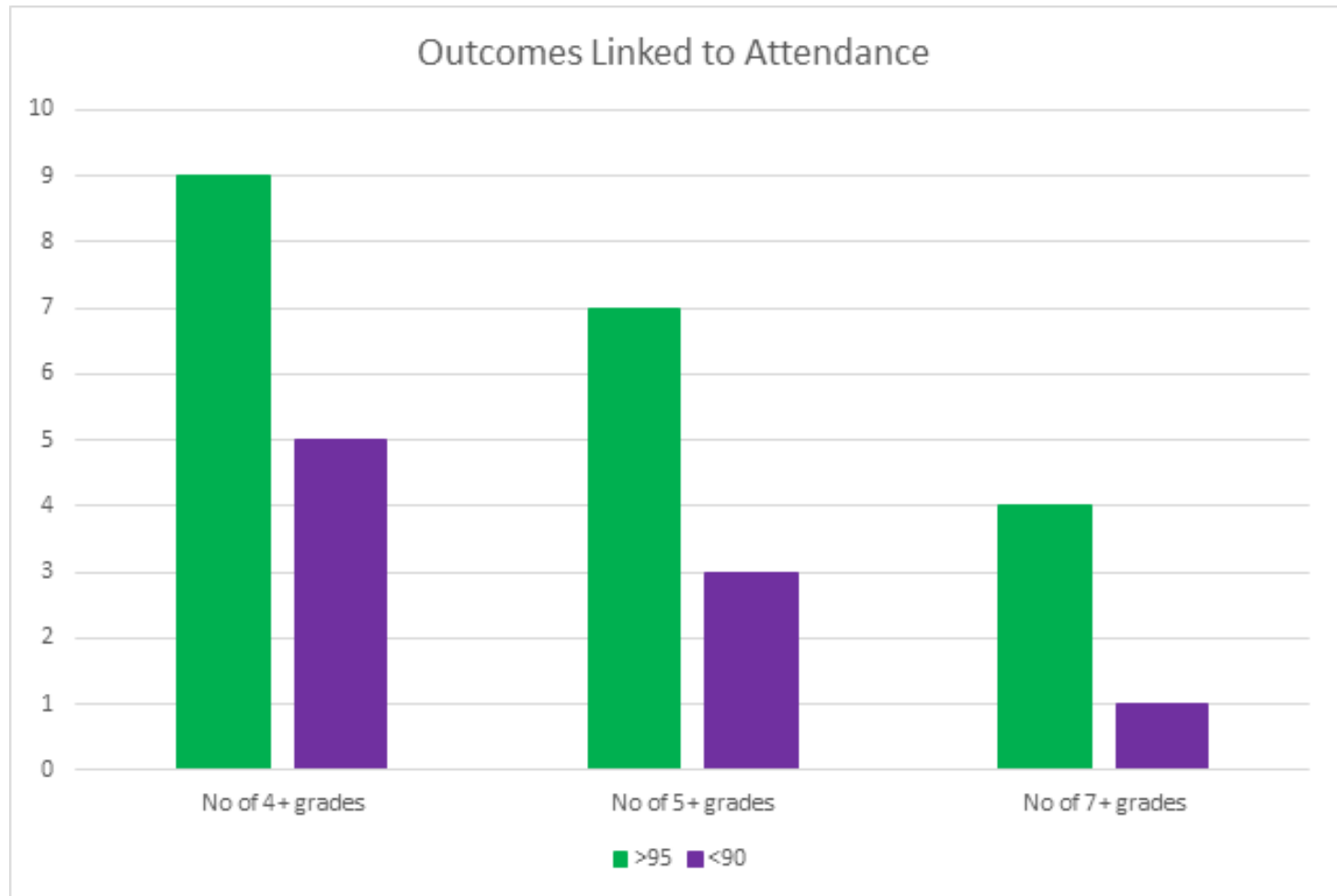
Attendance counts

2023 Outcomes for students on 95% or more attendance.



Attendance counts

2023 Outcomes 95% compared to <90%.



Attendance Matters

In a two-year GCSE subject, students will have seven lessons a fortnight in Year 9 (approximately 130 over the year).

If their attendance is 90%, they will potentially have missed 13 lessons in that subject.

By the time they are in Year 11, they have ten lessons a fortnight of their core subjects (around 190 over the year) 90% attendance could mean missing 19 maths lessons that year!

Developing home learning



Reading

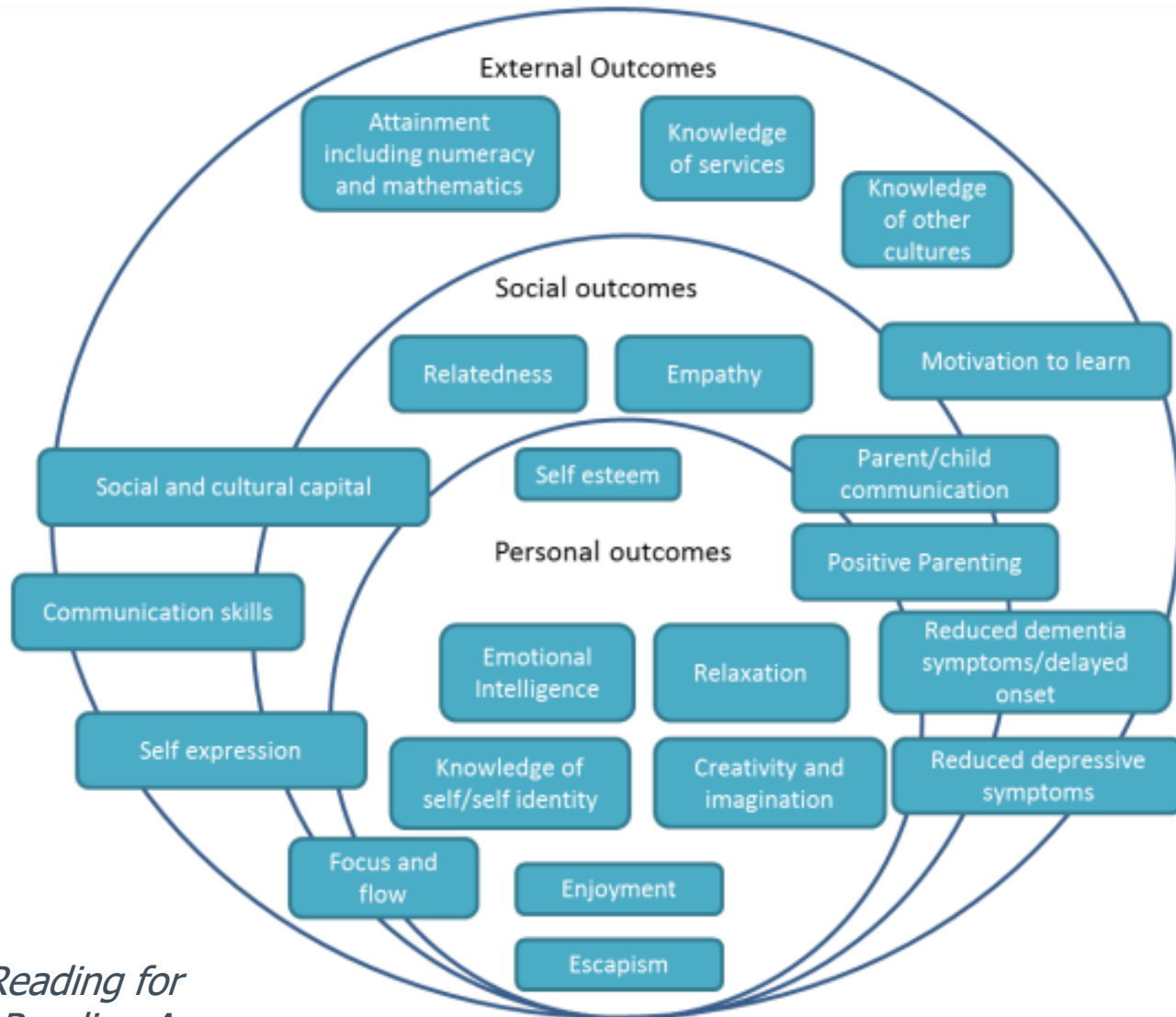


Figure 1: Overall Outcomes Map

*Outcomes of Reading for
Pleasure, The Reading Agency
(2015)*

Revision/homework: views vary

- 6 months research
- >120 research papers and case studies
- Heathfield study >310 families

Homework gets in the way of sport and other activities (4-8hrs)

Although I believe learning is at home as well as school I do not agree with homework every night as it restricts wellbeing time and out of school interests (4-8hrs)

I believe there should be a balance between school work and enjoyment, relaxing, spending time with friends and family. (8-10hrs)

There should be more homework set, I do not think my child gets enough directed study.

Revision/homework: the evidence

Doing work at home, for the required amount makes a difference by KS4

Less than 8-10hrs a week = $\frac{1}{2}$ to 1 GCSE Grade impact

Boys tend to do less work at home than girls

33% KS4 boys from the survey worked >8 hrs a week at home compared to 61% girls.

Revision/homework: the outcomes

	Hrs at home per week	GCSE OUTCOMES 4+	GCSE OUTCOMES 5+	GCSE OUTCOMES 7+
68%	8 to 12	9	8	4

- 2 hours a night by Yr11 = 10+ hrs
- Most students are doing that
- Time for breaks, family and friends is just as important

There are simple things that make a difference...

Independent Learning

Simple Strategies at home:

Talking about the work

What have you done today? What did you enjoy? Linked visits, TV programmes, films etc

A space to work with limited distraction

Where is the study space at home? Equipment? Does it need to be at school?

A combination of trust & encouragement

Sharing deadlines and checking work is done? Rewards?

Routines and Study Habits

Mobiles and Gaming? Before or after sport & socialising?

Revision/homework: parents' evidence

Routines are important, and planning around hobbies, particularly for boys:

- *So he's generally three till five for the gym. And then he'll come home and he'll do his homework after the gym. And that's traded off because generally he'll have sports club in the evening or another thing with friends. So if homework's not done, then he doesn't.*
- *We generally say homework first and screentime second. They're pretty used to that now so it works for them*

Some students would prefer to stay at school and get homework completed, preferring to keep school and home separate

- *He would far rather stay at school and get it done rather than bring it home*
- *She wants to stay at school and get stuff done so it doesn't come home. I don't know if that's because her sister did it with her revision but that's what she said she wants to do.*

Planning routine so siblings are working at the same time

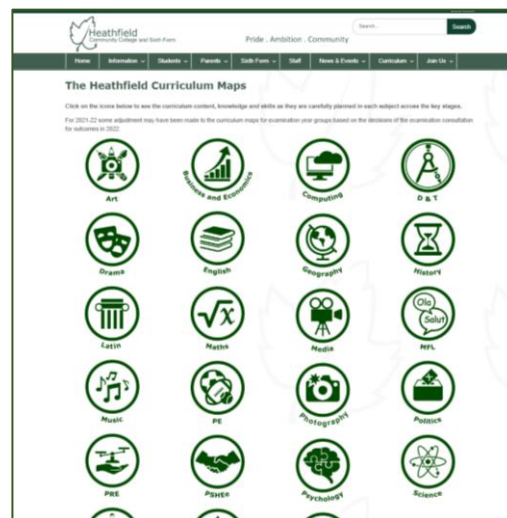
- *They'll work at the table together and I can hear them talking about stuff that goes straight over my head!*
- *To be honest L works best when L or S are around and he sees them working too*

Information & Advice on College Website

- What homework is set, how much & deadlines



- What topics they are studying
- General Advice on how to support homework



Revision

“But I’m just not very good at remembering stuff!”



Resources to support revision

01435 866066 | office@heathfieldcc.co.uk



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Effective Revision

There are a number of important considerations when preparing for revision, whether for an assessment in class or for an examination. These include using the right resources and the right strategies.

Without a knowledge and understanding of these, students can often spend time revising the wrong aspects of a topic with little to no impact on long term retention.

We make sure that appropriate revision materials are uploaded onto Firefly and are clearly identifiable for use by staff, students and parents. These include checklists, suggested revision materials, examination past paper questions and mark schemes among many others.

Click here to access Firefly: <http://heathfieldcc.fireflycloud.net/browse-resources/subjects>

As a research-informed school we try to ensure that we utilise every moment to its greatest effect. Revision is no exception to this. There are some clear strategies that work and there are some which whilst reassuring to students actually have very little impact on long term retention of the important knowledge or understanding.

To help students and parents understand these and ensure that time is used effectively in independent study, we have provided some short guides here on the critical strategies we know from research and from our experience, make a difference.

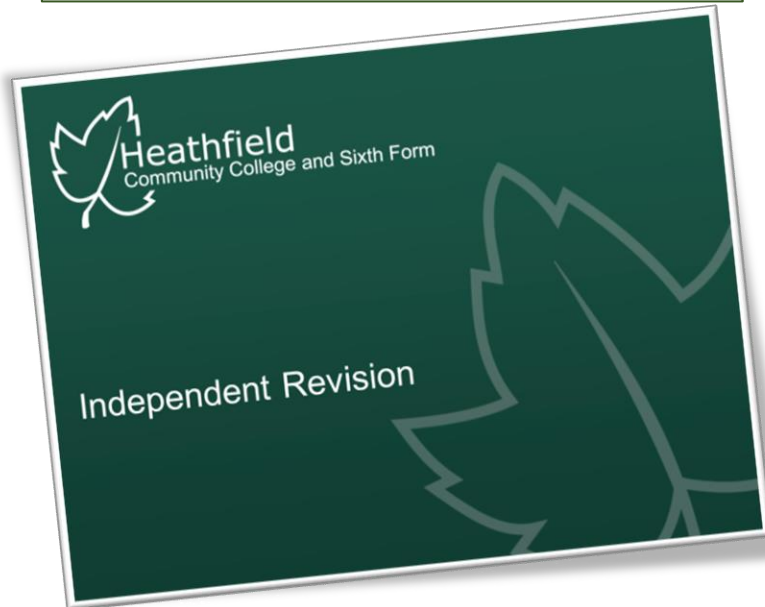
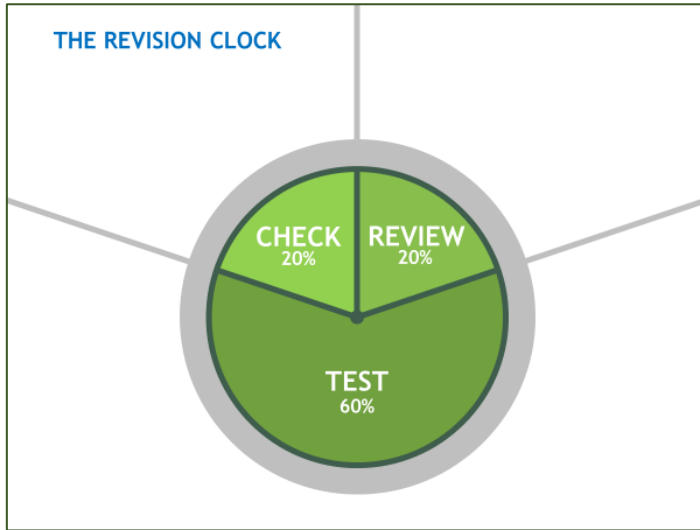
Organising Revision

Every student should put together a comprehensive revision timetable. This will break each subject into bite-size chunks. We recommend creating a free account with "GetRevising" and using their "Study Planner" to organise revision time. A list of all GCSE subjects and the appropriate exam boards can be found [here](#).

Effective Revision Strategies



Resources to support revision



Students will be actively taught independent study skills, where and how to use them:

1. Using images for text
2. Mnemonics
3. Summary
4. Highlighting
5. Re-reading
6. Self-Explanation
7. Interrogating a topic
8. Interleaving
9. Distributed practice
10. Testing

Managing The Teenage Years



The teenage years in a nutshell

YOUNGmINDS
fighting for young people's mental health

During their teenage years, young people face a huge number of challenges.

Their bodies are changing, and they are going through a massive period of brain and hormonal development.

They are growing up and maturing more generally. They are trying to find out who they are, and establish their identity as a separate person from both you and their friends, but heavily influenced by both.

They are also subject to increasing pressure to achieve good results at school, with public exams looming.

It is, perhaps, not surprising that their behaviour may become more challenging, and that they may experience mood swings and emotional ups and downs during this period.

Every Teenager is Different!

Managing The Teenage Years

- Look after Yourself...you are their role models
- Keep Talking and Listening: think about wording
- Set and Keep Boundaries.... always show that You Love Them!



Knowing your child and therefore being able to spot when something's changed over time or isn't normal.

Managing The Teenage Years



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Health and Wellbeing

In a context of high stakes accountability and often a College Improvement Plan target and long term goals that allow them the best choices for their next stage of education.

Our approaches are outlined here: Heathfield Community College

EduLink

Firefly

Schoolgateway

Who to Contact

Letters & Information

Parent Feedback & Engagement

Supporting Home Learning

Subject Feedback Evenings

Health and Wellbeing

Personal Development

Careers Programme

pressure, Heathfield Community College has a commitment to student wellbeing. It is our aim that students who leave Heathfield are not only equipped with a set of outcomes that allow them the best choices for their next stage of education, but also with the personal, social and emotional skills to be able to thrive.

Our approaches are outlined here: Heathfield Community College's approach to Student Wellbeing and are reviewed each year.



You have a responsibility

If you have a concern about someone

If you have a concern about someone

Keep You Safe
You are at College



You have a responsibility
not to harm others.

If you have a concern about someone
what can you do?
If you have a concern about someone
at college or at home difficult what can
you do?

Speak to

Speak to

Managing The Teenage Years



Form Tutor
Pastoral Manager
Head of Year



Subject Teacher
Curriculum Leader

Safeguarding & Well-being Lead – Miss Surrage

Managing The Teenage Years





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