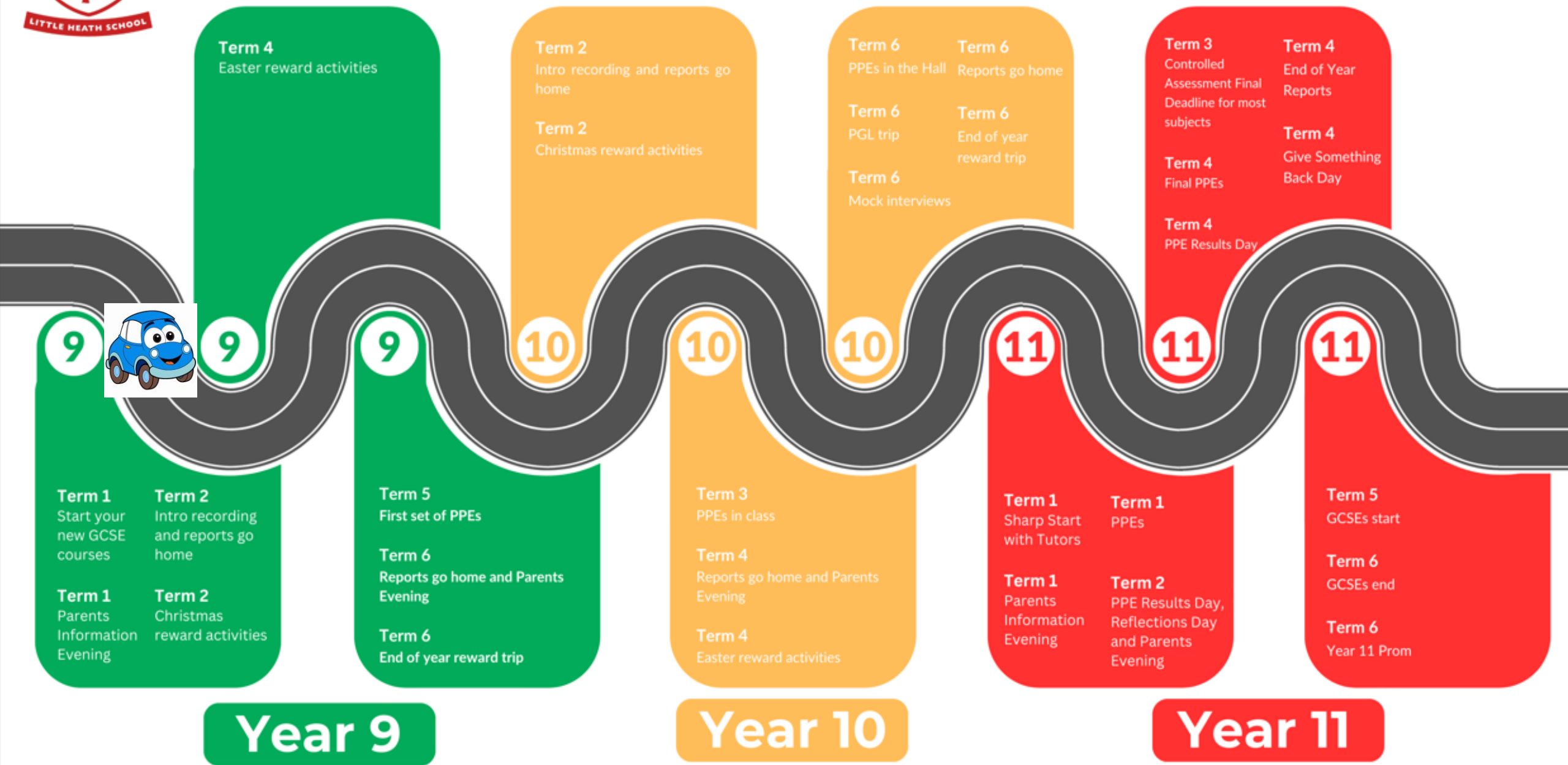




Key Stage 4 - The Road to Year 11



LITTLE HEATH SCHOOL

LEARNING FOR LIFE ○ TOGETHER ○ ONE COMMUNITY

The Class of Year 9 2026



Mrs Rayner & Mrs Apsey

THE PLAN FOR THIS EVENING

- Introduction to GCSEs
- What will Year 9 be like?
- Target grades
- Importance of strong attendance
- Parental support
- The Tutor Programme
- Parental engagement & communication with us
- Key Dates



WHY ARE GCSEs IMPORTANT?

- Provide **choice** for the future – many young people are unsure of their career path at this stage so a good range of high quality GCSE results will keep all options open to them
- They create opportunities for your child to achieve their aspirations

**WELL ROUNDED EDUCATION +
QUALIFICATIONS = CHOICE**



WHAT WILL YEAR 9 BE LIKE?

- 3-year KS4:
 - Increased time to do their homework
 - Opportunity for self-reflection and peer-review
 - Formative Assessment (coursework)
- Due to the importance of Year 9, it is essential that all books, notes, textbooks etc from Year 9 are kept safe!
- Increased application of PPE as well as revision for the real exams.
- They will be needed for PPE revision and revision for the real exams.
- Importance of organisation – place to store work and study.
- Year 9 students must have a book every day, as we will be continuing with **DEAR Time** ('Drop Everything And Read') in lessons.



HIGHLIGHTS

- Last year were the best results in ten years at LHS and these ones even better on many measures.
- 70% got a grade 4+ in both Maths and English
- Half got a 5 or above in Maths and English
- Nearly 60% of grades in all subjects were a 5 or higher
- Nearly 23% were a 7 or higher
- Almost zero Us or grade 1s
- Those who worked did really well and only a small number of students who left it too late were disappointed.

But this year you can do even better!



TARGETS — WHICH GROUP WILL YOU BE IN?

Last year in a year group of 252 students:

- **142** exceeded their targets i.e. **56.4%**
- Some by on average 4 ½ grades!
- **11** students exactly met their targets i.e. **4.3%**
- **37** students were just under their target i.e. **14.7%**
- **62** students were more than half a grade below targets i.e. **24.6%**
- Of those below: 1 student was over 4 grades, 1 over 3 grades and 4 were over 2 grades below target.



OLD GCSE, NEW GCSE & VOCATIONAL GRADES

Old A*-G GCSE Grades	New 9-1 GCSE Grades	OCR National Equivalent Grades
A*	9	L2 Distinction*
A/A*	8	L2 Distinction*
A	7	L2 Distinction
B	6	L2 Merit
B/C	5	L2 Merit
C	4	L2 Pass
D	3	L1 Distinction
E	2/3	L1 Merit / L1 Distinction
F	2	L1 Merit
G	1	L1 Pass
U	U	U



TARGET GRADE



- One single target grade for KS4
- This target gives students, parents and teachers an idea of what is attainable, but it should not be a limit on achieve i.e. not a ceiling to achievement.
- Equally they are not guaranteed
- Hard work and positive mindset



KS2 SAT SCORES → ALPS BANDS

- Once we have their KS2 Score.
- This then places them in an ALPS Band from 1 to 10.
- ALPS is a national organisation which deals with data from KS2 to KS4 and then onto KS5.

ALPS Bands & The Single Target Grade for 2024+

KS4 ALPS band (1-10)	2023+ KS2 Scaled Score	H/M/L Prior Attainment [PA] Bands	GCSE TARGET GRADE	OCR Nationals	KS4 ALPS band (1-10)
Band 1	117-120	H	8+	L2D*	Band 1
Band 2	113.5- 116.5	H	7+	L2 D	Band 2
Band 3	110-113	H	7	L2D	Band 3
Band 4	107.5- 109.5	M	6	L2M+	Band 4
Band 5	105-107	M	5	L2M	Band 5
Band 6	102.5- 104.5	M	4+	L2M	Band 6
Band 7	100-102	M	4	L2P	Band 7
Band 8	96-99.5	L	4-	L2 P	Band 8
Band 9	90-95.5	L	3	L1D	Band 9
Band 10	<90	L	2+	L1D	Band 10



The Iceberg Illusion

Success
is an
iceberg

SUCCESS!

WHAT PEOPLE
SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE
DON'T SEE

Dedication



Hard work



Discipline (((alarm clock)))

@sylvia duckworth

- This is what 'success' is really about, and how to achieve it.
- Could Usain Bolt just turn up and run under 10s without doing all that training?
→ Absolutely **NOT!**
- The same is true for success at GCSE
- ***Strive for that Target Grade***



TUTOR PROGRAMME

- The Tutor should be the first point of contact for any concerns.
- The Tutor Programme in Y9 follows the whole school PSHE themes which are Relationships, Living in the wider world and Health and Wellbeing
- We have a focus on discussion and development of measured opinions and how best to bring these up with both peers and adults.
- This also includes looking at appropriate body language in formal settings with an additional focus on resilience and personal growth through challenges.
- Alongside this we also have our individual student check in meetings where the tutors discuss behaviour and attendance, assemblies and current affairs discussions.



SUBJECTS AND HOURS PER FORTNIGHT

SUBJECT	Lessons/Hours per Fortnight
English	7
Mathematics	7
Science (Trilogy)	7
Religious Studies	4
Games	3
PSHE	2
Option 1	5
Option 2	5
Option 3	5
Option 4	5

Science (Trilogy) is a **Double** award leading to **2** GCSEs

Triple Science =
Science + an Option

This gives $7 + 5 = 12$ lessons/hours per fortnight, which is 4 lessons/hours each for Biology, Chemistry & Physics



JOHN HATTIE RESEARCH



“the effect of parental engagement over a student’s school career is equivalent to adding two or three years to that student’s education”.



WHAT CAN PARENTS DO TO HELP?

- **Unplug** – sensible boundaries for technology
- **Promote health** – Sleep, Move, Eat
- **Encourage** out of school interests /time out / resilience
- **Provide** a quiet space for study (not on a bed)
- **Know the GCSEs** – check the exam boards, texts being used etc.
- **Test your child** –take interest in their revision; use the PLCs they receive
- **Communicate** – home/pupil/school
- **Support** our Behaviour for Learning policy
- **Monitoring homework – quality** rather than if it has just been completed (SMHW – Satchel One checking)
- **Regular communication at home** about their studies – ‘What book are you reading for English Literature?’ ‘What topic are you currently studying in History?’
- **Ongoing revision support**
- **Aspiration** – grade quality
- **Attendance** – ensure your child comes to school every day they possibly can



ENHANCED EQUIPMENT LIST

- At least 2 blue or black pens
- A purple pen
- At least 2 pencils
- Eraser
- Pencil sharpener
- Ruler
- Protractor
- Compass
- Highlighters
- Glue stick
- Coloured crayons or pens
- A scientific calculator
- Any other specialist equipment (e.g. Art)



HAVING A GROWTH MINDSET HELPS TO ACHIEVE GOALS/TARGETS

**Resilience
is key!**

How to Achieve Your Goals

- 1 Take action.
- 2 Try hard.
- 3 Keep practicing.
- 4 Explore a different way.
- 5 Ask someone for advice.
- 6 Do your best.
- 7 Learn how others did it.
- 8 Build upon your strengths.
- 9 Review and fix mistakes.
- 10 Don't give up.



KEY MESSAGES TO PARENTS

- Your children will **never** have “no homework” or “nothing to do for school”
- This year will be challenging and they may feel stressed/anxious at times about their GCSEs
- Grade quality matters
- More than ever, consistent hard work matters!



WHAT NEXT FOR YEAR 9?

- The next three years are so important – you need to get it right:
 - ✓ **Come to school every day**
 - ✓ **Be kind to each other**
 - ✓ **Hard work will lead to success**



*'You can't go back and
change the beginning, but
you can start where you
are now and change the
ending.'*

C.S.Lewis



*'I'm in control of my own
destiny, and my own
development if I put the
work in.'*

Jude Bellingham



ATTENDANCE MATTERS

■ Last year's Year 11s:

Attendance	No. of students	Average GCSE grade	5+ in both English and Maths
0-80%	19		
80-90%	24		
90-95%	58		
95-98%	90		
98-100%	61		

Every lesson counts; punctuality is crucial.



ATTENDANCE MATTERS

■ Last year's Year 11s:

Attendance	No. of students	Average GCSE grade	5+ in both English and Maths
0-80%	19	2	
80-90%	24	3/4	
90-95%	58	4/5	
95-98%	90	5	
98-100%	61	6/7	

Every lesson counts; punctuality is crucial.



ATTENDANCE MATTERS

■ Last year's Year 11s:

Attendance	No. of students	Average GCSE grade	5+ in both English and Maths
0-80%	19	2	0%
80-90%	24	3/4	34%
90-95%	58	4/5	47%
95-98%	90	5	52%
98-100%	61	6/7	66%

Every lesson counts; punctuality is crucial.



WHAT WE AIM TO DO

- We continue to work hard to ensure each student has the best possible chance of achieving their best results, whatever their ability, interest or ambition.
- Even more than ever, we are committed to delivering high-quality teaching and learning in the classroom.
- We continue to offer a broad and balanced education to all students to enable greater choice in the future.
- We continue to be a caring and kind school where every person matters.
- The pastoral team of tutors, Heads of Year, Progress Leaders and Inclusion are all here supporting your children.



KS4: Key People



MRS R RAYNER
Assistant Headteacher KS4



MRS F APSEY
Head of Year 9



MRS A PARSONS
Head of Year 10



MR C DAVIES
Head of Year 11



MISS K NICHOLSON
KS4 Progress Leader



MR D SAUNDERS
KS4 Progress Leader



MRS J PERRY
KS4 Administrator



MS K BUTTON
Deputy Headteacher
i.c. Inclusion and Attendance
Designated Safeguarding Lead (DSL)



MRS S CHAVENTRÉ
Deputy Headteacher
i.c. Achievement
Curriculum and T&L



MRS R WHITFORD
Assistant Headteacher
Teaching, Learning
and Options



MISS I ROWTHORN
Assistant Headteacher
Behaviour for Learning



MISS C JONES
SENDCo



MISS E GLASGOW
Progress Leader
Disadvantaged Students



MISS R VERMA
Leader of Learning Plus



MR J LINZ
Student Wellbeing Lead
Deputy DSL



MRS M WRAIGHT
Student and Family Support Officer
Deputy DSL



MISS J VALLARD
Office Manager



MRS C STRUDLEY
Exams Officer



LHS WEBSITE – WELLBEING PAGE

- Little Heath School - Student Wellbeing

SOURCES OF SUPPORT ▾

Jump Back Up July 2026





MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 Take a small step to help overcome a problem or worry	2 Adopt a growth mindset. Change "I can't" into "I can't...yet"	3 Be willing to ask for help when you need it	4 Find something to look forward to today	5 Get the basics right: eat well, exercise and go to bed on time	6 Pause, breathe and feel your feet firmly on the ground	7 Shift your mood by doing something you really enjoy
8 Avoid saying "must" or "should" to yourself today	9 Put a problem in perspective by seeing the bigger picture	10 Reach out to someone you trust and share your feelings with them	11 Look for something positive in a difficult situation	12 Write your worries down and save them for a specific 'worry time'	13 Challenge negative thoughts. Find an alternative interpretation	14 Get outside and move to help clear your head
15 Set yourself an achievable goal and take the first step	16 Find fun ways to distract yourself from unhelpful thoughts	17 Use one of your strengths to overcome a challenge today	18 Let go of the small stuff and focus on the things that matter	19 If you can't change it, change the way you think about it	20 When things go wrong, pause and be kind to yourself	21 Identify what helped you get through a tough time in your life
22 Find 3 things you feel hopeful about and write them down	23 Remember that all feelings about what has gone wrong	24 Choose to see something good about what has gone wrong	25 Notice when you are feeling judgmental and be kind instead	26 Catch yourself over-reacting and take a deep breath	27 Write down 3 things you're grateful for (even if today was hard)	28 Think about what you can learn from a recent problem
29 Be a realistic optimist. Focus on what could go right	30 Reach out to a friend, family member or colleague for support	31 Remember we all struggle at times - it's part of being human	  			

ACTION FOR HAPPINESS

Happier · Kinder · Together





KEY DATES FOR YEAR 9 2025-2026

Date	Event
End of Term 1	Introductory report sent home
April 2026	Pre-Public Examinations (PPEs)
May 2027	End of Y9 Report sent home
17 th June 2027	Y9 Parents' Evening



THANK YOU

- Finally, we would like to say a massive thank you in advance for all the support you will give your son/daughter as they move through KS4, and for supporting us all, here at school
- Thank you for attending and listening to us

