

1



September 2026
GCSEs Begin

2



Winter Term 2026
In-Class Assessments

3



January 2027
First Academic Report

6



May 2027
Second Academic Report

5



19 April 2027 - 30 April 2027
Pre-Public Examinations

4



4 February 2027
Parents' Consultation
Evening

7



September 2027
Year 11 Begins

8



Winter Term 2027
School and College
Applications Window

9



December 2027
Pre-Public Examinations

10



March 2028
Additional Pre-Public
Examinations

11



January 2028
Parents' Consultation
Evening

12



January 2028
'Final' Report

13



May - June 2028
GCSE Exams Begin

14



17 August 2028
Results Day



On to a brighter future



Year 10

Supporting Success Evening 2026

1



September 2026
GCSEs Begin

2



Winter Term 2026
In-Class Assessments

3



January 2027
First Academic Report

6



May 2027
Second Academic Report

5



19 April 2027 - 30 April 2027
Pre-Public Examinations

4



4 February 2027
Parents' Consultation
Evening

7



September 2027
Year 11 Begins

8



Winter Term 2027
School and College
Applications Window

9



December 2027
Pre-Public Examinations

10



March 2028
Additional Pre-Public
Examinations

11



January 2028
Parents' Consultation
Evening

12



January 2028
'Final' Report

13



May - June 2028
GCSE Exams Begin

14



17 August 2028
Results Day



On to a brighter future

Itinerary for the evening

- Year 10 Support Team
- Entering the senior school and GCSE years
- Key dates- The big picture
- Data and reporting
- Supporting your young person
- Making a positive start to GCSE's/ Revision techniques
- Plagiarism and AI use
- Well-being and support
- Careers team
- Q&A

Entering the senior school and GCSE years

- Your child has now left KS3 and is entering KS4 where they will sit their GCSE examinations.
- They have experienced matriculation in the first week where we celebrated students in year 10 entering the senior school.
- Students will have begun their options choices since the start of the year.





The Year 10 Support Team

- Miss Sullivan – Year 10 Progress and Welfare Manager
- Mr Whincup – Year 10 Progress and Welfare Coach
- Miss Moore – Deputy Headteacher for Behaviour, Cultures and Attitude
- Mr Mahoney – KS4 Learning Manager
- Mrs Drew – Assistant Headteacher KS4 Director
- Mr Warne – Assistant Headteacher Examinations and Assessment
- Mrs Gershaw – Examinations Officer
- Mrs Mills and Mrs Pedro – Careers Team



Keeping in Contact

Any changes to contact telephone numbers, email addresses etc should be communicated to the main office.

datacollection@allertongrange.com

We send updates of our current information in Half Term 2, please check these for accuracy and use the above contact to address any changes.



Key dates- the big picture

Report (1): w/c 25/01/2027

Parents' Consultation Evening: 4th February

Pre-Public Examinations (PPEs): 19th April- 30th April

Report (2): w/C 17th May

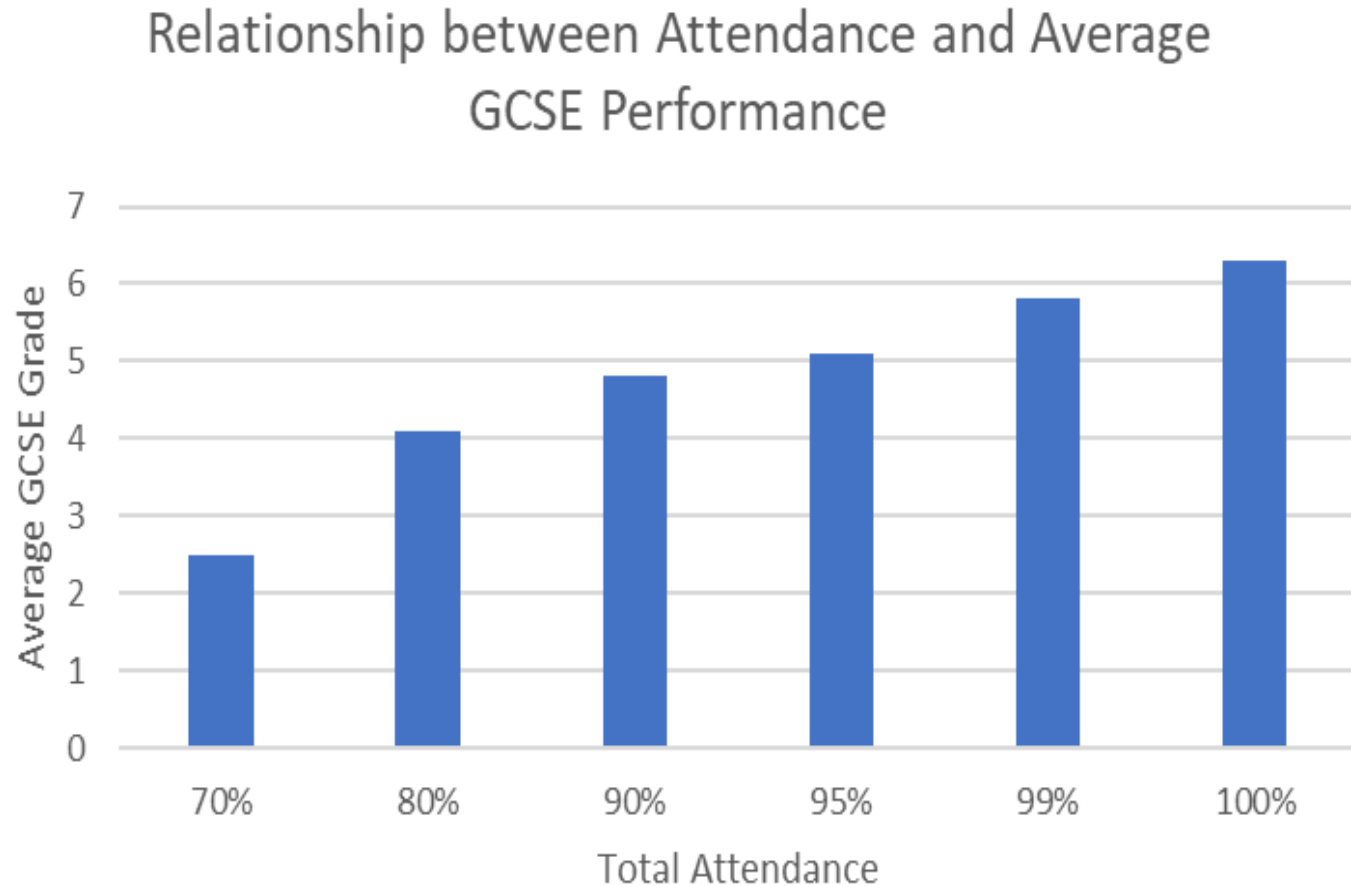
High aspirations: What gets in the way of attainment?



- Poor attendance
- Disorganisation
- Lack of focus in lessons
- Lack of future direction
- Late nights
- Poor preparation
- Reluctance to attend additional help sessions
- Social life taking precedence
- Social network sites/gaming
- Lack of appropriate nutrition



High aspirations: Attendance



Attendance below 90% is shown to directly correlate with underachievement which is why it is such a high priority for students.



High aspirations: Attendance



Pupils with **95%+ attendance** had **1.9 times higher odds** of achieving **Grade 5+ in both English and Maths** than pupils with 90-95% attendance.

Missing 10 days in Year 11 halves the odds of attaining a Grade 5+ in English and Maths



High aspirations: What can students do?

- Set small achievable targets.
- Seek help / guidance as soon as possible.
- Listen to and respond to guidance.
- Take ownership and reflect on behaviours.
- Be resilient when the going gets tough.
- Organisation.
- Plan time effectively.
- Find a balance.
- Understand the exam structure.
- Plan and carry out quality revision.
- Perfect their exam technique.
- Minimise screen viewing – use as a self-reward each day.

High aspirations: What can parents and carers do?



- Monitor online behaviour and limit time spent online.
- Positive role models
- Ensure students are spending time with positive peers.
- Stay positive and calm but hold boundaries.
- Support and work with the school – early interventions are key
- Ensure you have ClassCharts logins so you can monitor and support with home work / assignments
- Provide resources and space to work in.



Assessment, data and reporting at AGS



Layers of assessment

Formative Assessment

- Frequent formative assessment – within lessons
- Ungraded and low stakes – narrow domain
- Leads to adapted teaching

Summative Assessment

- Formal, extensive, broad and moderated
- Bespoke to the curriculum and scheduled to work with department learning journeys
- PPEs once a year for exam groups

We report on pupil progress twice per year.



Reports home

Some changes in comparison to the KS3 reports. Reports will contain...

- ATL (Attitude to learning) and ATH (Attitude to homework).
- A Minimum Expected Grade (MEG) which is based on attainment in KS2 – this is a guide to likely attainment for similar students and is **not** a prediction
- Predicted Grade - This will be the most likely grade at the end of Year 11. Based on in class assessments and PPEs (pre – public exams)
- If appropriate, a % score in any PPEs that have taken place alongside a cohort average.

Old grades	Numerical grades
A*	9
A	8
B	7
C	6 5 Strong Pass 4 Standard Pass
D	3
E	2
F	1
G	1
U	U

Assessment, data and reporting at AGS



Conduct in class, effort and engagement

Effort towards completing homework

A forecast forward based on PPEs and classwork for the most likely grade

For tiered subjects only.
Foundation Grades 1 – 5
Higher Grades 4 - 9

Subject	Teacher	Attitude to Learning Lessons	Attitude to Learning Homework	Predicted Grade	PPE Tier (where applicable)	PPE (%)	PPE Interquartile Interval (%)	Number in Cohort
3D Design	Mrs Hawkins	A	A	5		53.00	41-60	27
Biology	Ms King	C	D	5	Higher	47.00	60-78	151
Chemistry	Ms King	B	B	5	Higher	40.00	41-65	151
English Language	Ms Midgley	B	C	3			44-69	300
English Literature	Ms Midgley	B	C	4			35-63	300
Geography	Mr Morgan	B	B	6		58.00	36-64	152
German	Mrs Walker	B	B	5	Foundation	73.50	49-64	93
Maths	Mr Lewin	B	B	6	Higher	51.00	40-68	300
PE	Mr Tomlinson	A	-	-				300
PHSE	Mr Taylor	B	-	-				300
Physics	Mr Warne	B	B	6	Higher	59.00	57-71	151
Religious Studies	Miss Ali	B	B	3		40.00	38-69	298

The number of students sitting this exam

Certain non – Examinable subjects or those who have yet to complete sufficient content to assess may not report on certain aspects

This shows the range where the middle 50% of students scored. 25% of students scored higher than this range and 25% scored lower.



Making a positive start to GCSE's

- Active engagement in lessons
- Revision starting early in year 10 to allow for spacing
- Completing all homework tasks to a high standard

Making a positive start to GCSE's- Studying at Home



Leave mobile phones in a different room



Work with a clear desk



Quiet space



The FACE it revision model

1.

LEARNT THE FACTS



- Flash cards
- Graphic organisers
- Mind maps
- Knowledge organisers
- Self quizzing

2.

APPLY IN CONTEXT



- Tackle questions where the knowledge is tested in context – beyond straight forward recall.

3.

CONNECT IDEAS



- Attempt questions that require students to draw on knowledge from one topic area or apply knowledge to previously unseen ideas.

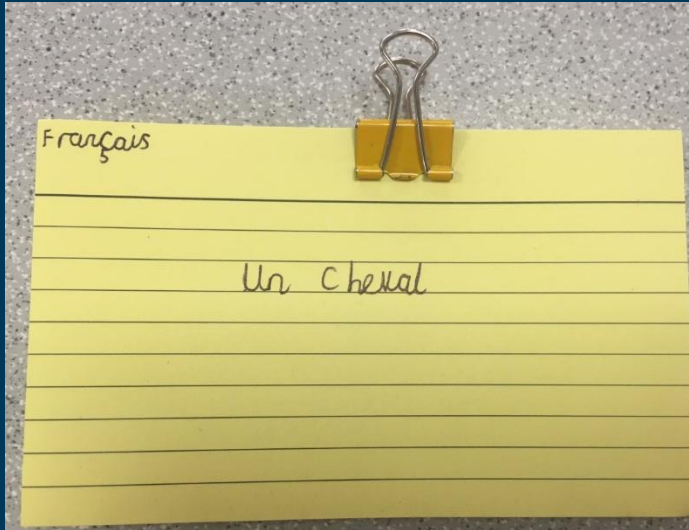
4.

TEST IN EXAM CONDITIONS

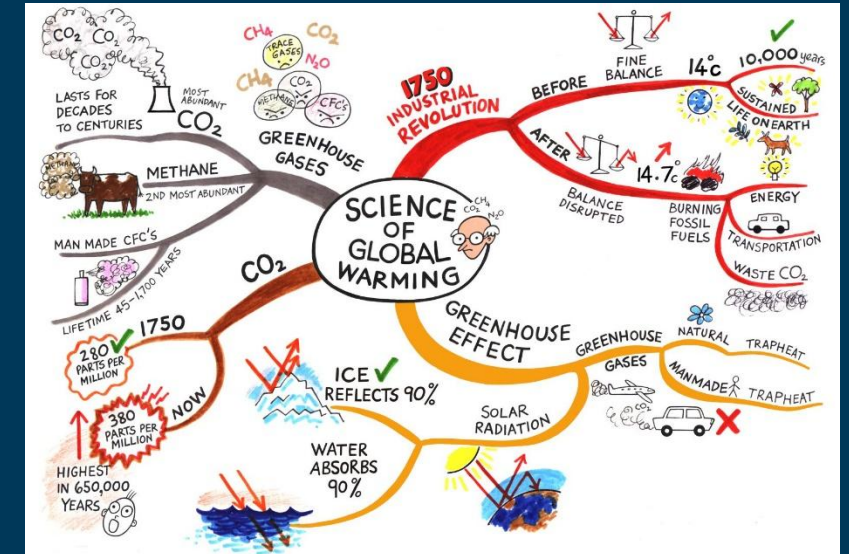
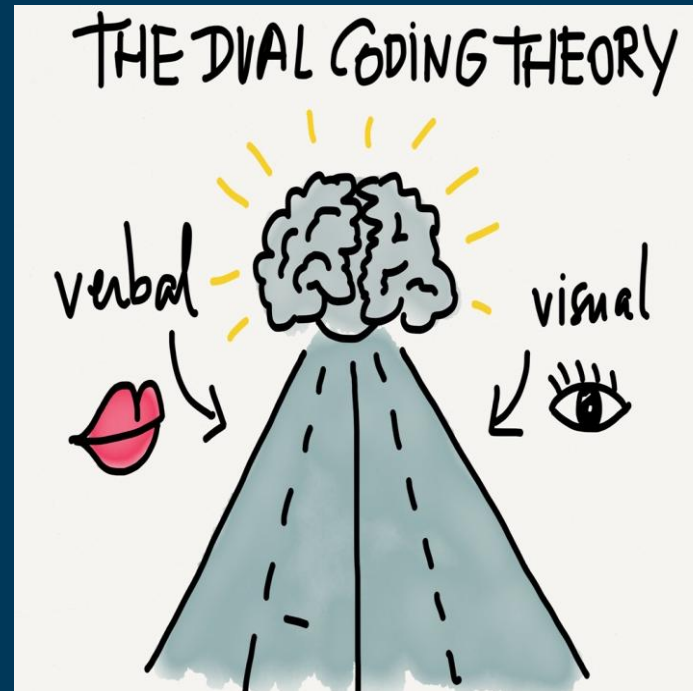


- Use past exam questions to rehearse the process of responding under time pressure.

Learn the facts



[Brainscape: The Best Flashcards App](#) | [Make Flashcards Online](#)



See a video on how to effectively study flash cards:
[How to study flashcards using the Leitner system](#)

Self-quizzing

Cognitive

1. ~~Brain~~ scientists x
2. working memory ✓
3. Not a lot! x 10-30% is remembered after a day
4. You remember more. ✓ More is retained.
5. ~~Brain~~ ✓ I don't know.

Links between synapses need to be created for info to go into long-term memory

Ready to Revise: How can I use flashcards and self-quizzing effectively?

What is **alliteration**?

Alliteration is when a sound is repeated over two or more words.
e.g. Donate to deserving causes.

La Belle Dame Sans Merci 1819 (1)

1 of 30

Author: John Keats

Story: 2 first person speakers. A knight narrates his encounter with a femme fatale character and how this lead to his love sickness/death.

Themes: Love

Tone: Super N

• Form +

La Belle Dame Sans Merci 1819 (2)

2 of 30

• Language:

- Archaic Language - Helps with medieval setting "ail thee" "steed" "thy"
- Repetition of pale - Knight is dying "palely loitering" "pale" "death pale"
- Metaphors of death - Knight is dying "I see a lily on thy brow" "fading rose"
- Pathetic fallacy - Foreshadows knights death "The sedge has withered from the lake" "no birds sing"

• Context

- Keats knew he was dying of TB in his 20s while writing this poem, his brother had also died of TB 2 years before
- "A faery's song" could depict the woman as a siren from Greek mythology. Sirens would seduce sailors with songs and they then died in the water trying to swim to them

Compare +

Stick to the one card, one question rule. The blue set are flashcards, the yellow set are not.



Apply in context

2

Why is Jack being so loud and active?

- ☐ He wants to show Ralph he is truly sorry for his actions
- ☐ He is showing the other boys how happy he is
- ☐ He is pretending there is nothing wrong

3

What is meant by 'Ralph asserted his chieftainship'?

- ☐ Ralph gives up being the leader
- ☐ Ralph shows everybody who is the boss
- ☐ Ralph allows Jack to take over temporarily

4

Which expression is a metaphor for the breakdown of Ralph and Jack's relationship?

- ☐ 'A little of the tension died'
- ☐ 'No one, not even Jack, would ask him to move'
- ☐ 'They were on different sides of a high barrier'

5

Read the following extract in which Piggy criticises Jack for letting the signal fire

Connect the ideas

Edexcel GCSE History Revision Checklist

Paper 1: Section A Western Front 1914-1918

Use this revision checklist to help you keep track of all the topics you need to revise for your exam. You need to have a confident grasp of the knowledge about each event. Try revising facts and key features about each event and recalling the key points and details on paper. Try to answer at least one exam question for each event.

	Topics	You should be able to	Check	Now practice an exam question:	Check
1. Wider context of WWI	The trench system (p. 33-34)	- Describe what is meant by a trench - Explain why trench warfare was used during WWI - Describe the features of a trench system and their purpose (No Man's land; frontline trench; dug-outs; zigzag communication trench; support and reserve trench)	☐	Describe two features of the support trench system on the Western Front. [4 marks] – Sample paper	☐
	Challenges of the landscape (p. 34)	- Describe how the exposed open trenches were affected by climate and weather - Describe the impact that fertiliser in the soil had for infections such as gas gangrene - Describe the diversity of terrain over 750km (wide open farmland, hills, valleys) - Describe how this terrain made evacuation of injured soldiers challenging	☐		
	Key battles (p. 33)	- Describe the importance of the Ypres Salient as a location to defend (Channel ports) - Describe the use of tunnelling and mines at Hill 60 (1915) to change landscape - Describe the use and effects of chlorine gas at the Second Battle for Ypres (1915) - Describe the vast numbers of casualties from the Battle of the Somme (1916) and the impact this had on the evacuation chain and experiences of medical staff - Describe the use of tunnelling into chalky ground to expand caves at Arras (1917) - Describe the rain waterlogged conditions at the Battle of Passchendaele (1917) - Describe how tanks were used to navigate tricky terrain at Battle of Cambrai (1917)	☐	Relevant as broader context for analysis of any source	
2. The evacuation chain	The evacuation chain (p. 35)	- Describe the location, conditions and treatment offered at each stage of the evacuation chain: stretcher-bearers; RAP; ADS; CCS and base hospitals. - Explain why complex operations could only be carried out at base hospitals.	☐	Describe two features of the dressing stations where injured soldiers might be taken to receive treatment. [4 marks] – 2021	☐
	Transportation (p. 34)	- Describe the different reasons why moving injured soldiers was challenging (rescued from frontlines under fire; shelling caused craters, fertiliser in soil meant infection) - Describe the different methods of transportation and their limitations (stretcher-bearers; horses; motorised ambulances; barges; trains; hospitals boats).	☐	How useful are Sources A and B for an enquiry into the system for dealing with injured soldiers on the Western Front? [8 marks] – Specimen paper https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-history-paper-1-specimen-papers.pdf Page 44/45	☐
	The RAMC and FANY (p. 35)	- Describe the role of the RAMC in overseeing the system. - Describe the role of the FANY in supporting the RAMC's work	☐	How useful are Sources A and B for an enquiry into the work of the stretcher bearers on the Western Front? [8 marks] – 2019 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1HI0_11_que_20190604.pdf pages 18/19	☐
	The Underground Hospital at Arras (p. 35)	- Describe the hospital created in the tunnels and caves at Arras from 1916. - Explain why this hospital was unique in terms of the care so close to the front lines. - Explain why the underground hospital had to be abandoned in 1917.	☐	How useful are Sources A and B for an enquiry into the treatment of battle injuries by medical staff on the Western Front? [8 marks] – 2018 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1HI0_11_que_20180605.pdf Page 18	☐
			☐	Describe two features of the Underground Hospital at Arras. [4 marks] – 2022	☐

Test in exam conditions



Please check the examination details below before entering your candidate information

Candidate surname	Other names
Pearson Edexcel	
Centre Number	Candidate Number
GCSE (9–1)	
Tuesday 9 June 2020	
Morning (Time: 1 hour 20 minutes)	Paper Reference 1HI0/31
History	
Paper 3: Modern depth study	
Option 31: Weimar and Nazi Germany, 1918–39	
You must have: Sources/Interpretations Booklet (enclosed)	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided
– there may be more space than you need.

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
– use this as a guide as to how much time to spend on each question.
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ➤

P62465A
©2020 Pearson Education Ltd.
1/1/1

P 6 2 4 6 5 A 0 1 1 6

Pearson

- Silent conditions at a table/desk.
- Stick to the precise timings of the examination.



How to make your home a revision-friendly environment



Well-being and mental health

- Exam worry - normal
- Talk to friends and family
- Ask for help
- Be kind to yourself and prioritise sleep
- Plan in breaks – exercise
- Plan fun!
- Eat well
- Be realistic
- Reward yourself
- Don't compare yourself to others
- Little but often to avoid getting overwhelmed
- Keep a perspective

AGS examination boards: GCSE

AQA

Art (3D design, fine art, photography and textiles)

Biology

Chemistry

Physics

Combined Science

Drama

English Language

English Lit

Geography

PE

RS (Short course and full course)

Edexcel

Business

History

Maths

French

Spanish

German

OCR

Classics

Comp Science

Health & Social Care

WJEC

Music

Hospitality

KS4 Resources

Please see below for Exams and Revision resources for GCSE subjects.

This includes:

- Subject specific FACE IT revision model
- Topic check list
- Specification

Triple Science - Biology - FACE IT Revision model

FACE IT revision

Triple Science - Biology - Revision Check List Paper

Interleaving

Triple Science - Biology - Revision Check List Paper

Spaced Practice

Triple Science - Biology Exam Specification

Retrieval

<https://www.allertongrange.com/main-home-page/parents/current-parents/exams-and-revision-2/ks4-resources/>

Dual Coding

Concrete Examples

Plagiarism and AI Usage

All GCSE Subjects have formal written exam. Some **also** have a unit that is teacher assessed then externally moderated.

This **Non-Examined Assessment** must be the students own work.

‘unacknowledged copying from, or reproduction of, third party sources or incomplete referencing (including the internet and AI tools)’



Information for candidates **AI (Artificial Intelligence and assessments)**

Plagiarism and AI Usage: Penalties

Low – that **section** of a piece of work is given a zero score. The rest is scored normally.

Medium – the **entire NEA** is given a zero score

High – the **qualification** itself is given a zero score (disqualification)

Highest – **Disqualification from all subjects** and barred for a period of time

Plagiarism and AI Usage: Appropriate Acknowledgement

References including quotations

- 1) Use quotation marks – include source
- 2) Full referencing
 - a) Name of author
 - b) Year of publication
 - c) Page number

For internet sources:

- a) Precise web address – test this works by putting this into a browser – if it doesn't link to the exact source; it's not ok.
- b) The date it was accessed

Careers Support

Mrs Mills
Allerton Grange Careers Lead



louisemills@allertongrange.com

Friday = non-working day

Mrs Pedro
Allerton Grange Careers Advisor



suzannepedro@allertongrange.com

Thursday = non-working day