



**GCSE June Mock Results & Year 11 Launch Evening**

- **Thursday 16th July 4pm-5pm (student & family)**
- Mock Exam Results issuing
- Reminders for next year
- Target Presentation
- Final preparations for Year 11



# 16TH JULY 2026



**YEAR 11**  
**GCSE EVENTS**  
**THROUGHOUT THIS**  
**YEAR TO SUPPORT**  
**YOUR CHILD**

# YEAR 11 GCSE SUCCESS EVENINGS

## ENSURING THE BEST FOR YOUR CHILD

|                                                      |                                                                                                                                                                                                  |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Event 1</b><br><b>Thursday 22nd October 2026</b>  | <b>Key Deadlines</b> <ul style="list-style-type: none"> <li>• Preparation for October Mocks</li> <li>• Home Run Initiative</li> <li>• Period 6 information</li> </ul>                            |
| <b>Event 2</b><br><b>Thursday 26th November 2026</b> | <b>October Mock Results &amp; Parents Evening</b> <ul style="list-style-type: none"> <li>• Information sharing and understanding results</li> <li>• How to support your child further</li> </ul> |
| <b>Event 3</b><br><b>Thursday 11th February 2026</b> | <b>Preparation for FINAL Mocks</b> <ul style="list-style-type: none"> <li>• Home Study information</li> <li>• Guiding your child</li> <li>• College information</li> </ul>                       |
| <b>Event 4</b><br><b>Wednesday 24th March 2027</b>   | <b>March Mock Results</b> <ul style="list-style-type: none"> <li>• Information sharing and understanding results</li> <li>• How to support your child further</li> </ul>                         |
| <b>Event 5</b><br><b>Thursday 29th April 2027</b>    | <b>Preparing for the real thing!</b> <ul style="list-style-type: none"> <li>• Exam timings and protocol</li> </ul>                                                                               |





# Outline of the Evening

## Welcome to Year 11

- ✓ What to expect in Year 11 – reminders
- ✓ Revision Information
- ✓ Changes to school day from September

## Mock exam information and outline

- ✓ Mock Cycle 2
- ✓ Managing expectations
- ✓ Future Cycles

## Target Setting

- ✓ How your child is set targets
- ✓ Ensuring 'ambition' at school and home

## College Applications

# What to Expect – Reminders

- ✓ Pressure and challenge
- ✓ Increased communication (by all)
- ✓ Increased GCSE Evenings
- ✓ Extended school day (until 4pm)
- ✓ Selected holiday sessions
- ✓ Selected revision sessions





What if we told you that  
you could win **£5,616** of  
extra tuition for your  
child...

This is what we offer to students. Your job: enable them to attend and take advantage of this offer. Attendance is expected – if your child cannot attend an Ambition 6 session it is your responsibility to let Mrs Fletcher and/or Mr Whitworth know.





# Changes to school day

**In Year 11, students are expected to take advantage of the vast range of support available. These tried and tested changes have seen GCSE achievement increase by a grade.**

- ✓ Normal day 8:40am – 3:00pm
- ✓ Ambition Sessions run from 3:00pm – 4:00pm

Buy-in and commitment is recorded and used to monitor the 'level of ambition' each child has. This is used as part of the college application process.





A TEAM SPIRIT APPROACH **CONNECTING**  
**HEARTS & MINDS**

# YEAR 11 GCSE STRATEGY

ORGANISATION | PREPARATION | MOTIVATION

Newsome's  is about the excellent behaviours that help cement academic success.

- Attendance to school
- Attendance to Period 6
- Punctuality
- Attitude to Learning grades
- Positive (and negative points) on class-charts
- Performance in Mock exams
- RITA values
- Exceptional work in lesson
- Sustained effort
- Progress and improvement made over time
- Revision activity

We will give you an experienced mentor who will guide, support, and encourage you as you prepare for your GCSEs.





### Week B

| Monday                    | Tuesday            | Wednesday          | Thursday           | Friday                    |
|---------------------------|--------------------|--------------------|--------------------|---------------------------|
| P5: Option Block D        | P5: Maths          | P5: Option Block C | P5: Option Block D | P5: Option Block B        |
| <b>A6: Option Block B</b> | <b>A6: Science</b> | <b>A6: Maths</b>   | <b>A6: English</b> | <b>A6: Option Block D</b> |

### Week A

| Monday                    | Tuesday            | Wednesday          | Thursday           | Friday                    |
|---------------------------|--------------------|--------------------|--------------------|---------------------------|
| P5: Option Block D        | P5: Maths          | P5: Option Block C | P5: Option Block D | P5: Option Block B        |
| <b>A6: Option Block C</b> | <b>A6: Science</b> | <b>A6: Maths</b>   | <b>A6: English</b> | <b>A6: Option Block A</b> |

**Ambition 6  
sessions start  
Monday 7th  
September.**

**Option A**  
French  
German  
Health and Social  
Media  
Travel and Tourism X2

**Option B**  
Geography X3  
History X2

**Option C**  
Art  
Business  
Computing  
Food Technology  
Health and Social  
Science (Triple)  
Springboard

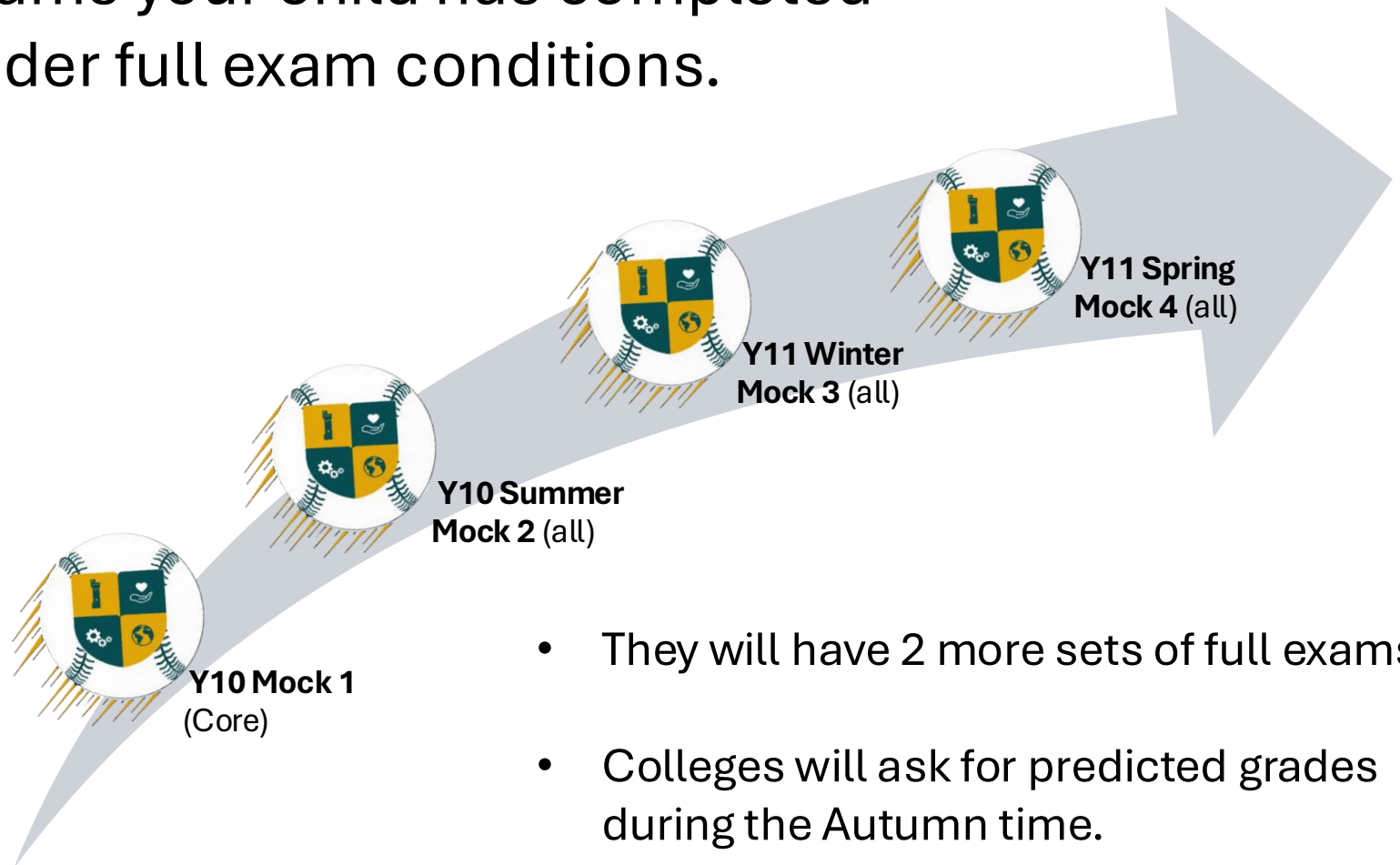
**Option D**  
Art  
Media  
Food Technology  
Health and Fitness  
Music  
RE





# Exam Cycles

- This is the first round of full exams your child has completed under full exam conditions.



- They will have 2 more sets of full exams.
- Colleges will ask for predicted grades during the Autumn time.



# Managing Expectations

- ✓ It's the first full set!
- ✓ Don't expect full GCSE grades.
- ✓ These aren't predicted grades.
- ✓ They are simply a raw snapshot of what has been remembered.
- ✓ All the curriculum hasn't been delivered
- ✓ There's a full year yet.

These form a what's going well and inform students and staff on how to improve.





The year of...

**Ambition**

Families | Students | Staff

The Fischer Family Trust (FFT) is a charitable organisation established by Mike Fischer whose fortune was created through the company Research Machines – a major supplier of IT to British schools over the last 40 years. They provide data services to UK schools and to the National Health Service. In Education, they provide benchmarks of likely future performance and indicators which schools can use to evaluate their performance. They are a small organisation and work in conjunction with local authorities to support their service.

### **Benchmarks (Estimates)**

- The FFT provides benchmarks for each student of their likely future attainment.
- It does this by using information from many thousands of students in the past and linking attainment at one age (e.g. GCSE results at 16) with attainment at a previous age (e.g. KS2 test results at 11, CAT scores in Year 7).
- At Key Stage 4 (KS4), the FFT provides for each student the percentage chance of getting each grade for 30 GCSE subjects. They also show the benchmark grade. The KS4 benchmarks are based on KS2 test results.
- At KS4 the FFT also provide benchmarks for whole school indicators such as the basics, (proportion of students gaining grade 4+/5+/7+ in Maths and English).
- BUT – the FFT database may not hold all students and some students didn't take KS2 tests, so it can't provide benchmarks for everybody.
- ALSO – benchmarks are not prophecies. Just because many students progressed from a particular KS2 score to a such-and-such a GCSE outcome doesn't mean that this student with their particular circumstances is destined to follow suit. We however need to show the effort and lengths we go to.

### **The FFT uses a range of models for benchmarks of which 3 are common:**

- FFT-50 - to make average progress (50th percentile) based on prior attainment, month of birth and gender of the students
- FFT-20 - to make high progress (top 20th percentile) based on prior attainment, month of birth and gender of the students.
- FFT-5 - to make very high progress (top 5th percentile) based on prior attainment, month of birth and gender of the students.

**At Newsome, we start at FFT-20 for evaluating our progress. For aspirational targets we use FFT - 5.**





## Targets

Research suggests that around 50% of the final grade is predictable by knowing a student's previous attainment. The other 50% is determined by the quality of teaching, the support at home, the determination of the student and other factors.

- **The purpose of a target is to motivate a person into higher achievement.**

Always remember this if you are helping a student understand a target or you are negotiating a performance management target with a teacher. It is important that any achievement target is aspirational in order to motivate a person into higher achievement.

We use the student outcomes matched against FFT benchmarks from FFT to help us do this, along with lots of other information about teachers such as their classroom performance and feedback to students. For this reason, a teacher can encourage a student to aim high without being afraid of being penalised for it should the student fall a little short of a target. Aim high without fear.

## Predictions

Predictions are made by teachers of the final outcomes of students in KS4. In KS4, tracking is a forward prediction of the likely attainment of each student at the end of Year 11, taking into account their current quality of work, their level of effort and the maturation that the rest of the course will bring. We use grades like 6+, 6-, 5+, and 5- for the majority of GCSEs. A grade like 5- means a low 5 whereas a 5+ means a high 5.

# KS4 student target-setting at Newsome

## The process

- Student targets must be ASPIRATIONAL.
- Student targets must MOTIVATE STUDENTS.
- Therefore, targets must engage students in thinking about their successful futures.
- Students are introduced to the target setting process in Seminar. All the uncertainties are explained as well as the vital role effort and determination play in achievement.

## The role of ALL Staff

- Encourage students to think hard about their targets. Make sure students write their target grades in their books.
- Explain again, where needed, all the uncertainties covered in their Seminar and help them with individual issues. Explain again that it is their effort and attitude to learning which will determine which grade they will actually achieve, not just their scores from KS2 on which the chart is based.
- Discuss individually how some subjects might be important for their career aspirations.
- Link achievement in school to their intended careers, however uncertain those might be.
- Emphasise how important English and Maths will be for their long-term future.



# General Principles




| Target Grade | Current Grade | Mock Grade | Predicted Grade | ATL Grade | Ambition Grade |
|--------------|---------------|------------|-----------------|-----------|----------------|
|              |               |            |                 |           |                |

**For almost all students, the benchmark grade is ambitious. We never drop below the FFT-20 benchmark grade. If we do, there has to be a very good reason.**

**Can do better? Brilliant!**

- ✓ Emphasise the uncertainties in the benchmarks - “they are produced by a computer which only knows your KS2 results, your date of birth and your gender, it doesn't know how hard you work”.

# Attitude Grades

| ATTITUDE TO LEARNING        | 1<br>CAUSE FOR CONCERN                                                                                                                                                                                       | 2<br>COASTING                                                                                                                                                                                                                                   | 3<br>GOOD                                                                                                                                                                                                                                                                    | 4<br>EXCEPTIONAL                                                                                                                                                                                                                                                                                                      |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LEARNING ATTITUDES</b>   | <ul style="list-style-type: none"> <li>✓ Poor attitude</li> <li>✓ Creates a negative effect on the learning environment for others</li> <li>✓ Does not respond to feedback to develop and improve</li> </ul> | <ul style="list-style-type: none"> <li>✓ Occasionally asks questions or offers answers</li> <li>✓ Often passive in group activities and in learning overall</li> <li>✓ Regularly fails to respond to written and verbal feedback</li> </ul>     | <ul style="list-style-type: none"> <li>✓ Positive attitudes towards their own learning</li> <li>✓ Has an active role in all activities</li> <li>✓ Asks relevant questions and volunteers answers</li> <li>✓ Responds positively to feedback to improve their work</li> </ul> | <ul style="list-style-type: none"> <li>✓ Dedication and enthusiasm</li> <li>✓ Seeks next steps</li> <li>✓ Takes a major part in lessons</li> <li>✓ Good role model</li> <li>✓ Can lead their own learning</li> <li>✓ Gives support to others</li> <li>✓ Actively seeks and responds to feedback positively</li> </ul> |
| <b>LEARNING BEHAVIOURS</b>  | <ul style="list-style-type: none"> <li>✓ Consistently fails to bring the basic equipment needed to lessons – even though the Academy provides their uniform</li> </ul>                                       | <ul style="list-style-type: none"> <li>✓ Needs reminding of behaviour for learning and expectations – including punctuality</li> <li>✓ Does not always have the necessary equipment - even though the Academy provides their uniform</li> </ul> | <ul style="list-style-type: none"> <li>✓ Rarely off-task</li> <li>✓ Rarely needs to be reminded about the behaviour for learning expectations</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>✓ Never off-task</li> <li>✓ Never needs to be reminded about the behaviour for learning expectations</li> </ul>                                                                                                                                                                |
| <b>COMPLETION OF TASKS</b>  | <ul style="list-style-type: none"> <li>✓ Reluctant to complete work in lesson</li> <li>✓ Often off-task</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>✓ Easily loses concentration</li> <li>✓ Work is rushed, lacks detail and incomplete</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>✓ Completes tasks to a good standard relative to their target grade standard</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>✓ Completes tasks to a high standards and often exceeds their target grade standard</li> </ul>                                                                                                                                                                                 |
| <b>QUALITY OF WORK</b>      | <ul style="list-style-type: none"> <li>✓ Consistently fails to produce work to their required target grade</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>✓ Completes most of the work set in lessons but to a minimum target</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>✓ Shows enthusiasm for the subject</li> <li>✓ Works hard to produce work set to at least their target grade</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>✓ Shows enthusiasm for the subject</li> <li>✓ Dedicated and strives to produce work which is over and above what is expected</li> </ul>                                                                                                                                        |
| <b>INDEPENDENT LEARNING</b> | <ul style="list-style-type: none"> <li>✓ Misses home-learning deadlines</li> <li>✓ Consistently fails to produce homework to their target grade</li> </ul>                                                   | <ul style="list-style-type: none"> <li>✓ Meets home-learning deadlines but due to lack of effort, occasionally does not always produce to the level of their target grade</li> </ul>                                                            | <ul style="list-style-type: none"> <li>✓ Meets home-learning deadlines</li> <li>✓ Consistently produces work to their target level</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>✓ Consistently produces home-learning deadlines of a standard above what is expected</li> <li>✓ Furthers their knowledge by participating in additional research</li> </ul>                                                                                                    |

# Newsome Academy: *Ambitious About Achievement*

|  | <b>1</b><br><b>Always Ambitious</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>2</b><br><b>Sometimes Ambitious</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>3</b><br><b>Not Ambitious</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>4</b><br><b>Educationally disengaged</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ambition (Risk) Grading criteria</b>                                           | <ul style="list-style-type: none"> <li>✓ Attendance to school is excellent (97%+)</li> <li>✓ Attendance to Ambition 6 is excellent (97+%)</li> <li>✓ Student is never late and always punctual to all lessons and ambition sessions.</li> <li>✓ Student is an independent and active learner – both in and out of school.</li> <li>✓ Student has a positive 'growth' mindset to challenge and is determined to achieve.</li> <li>✓ Student is always well organized, equipped, and ready to learn</li> <li>✓ Student is proactive about their future in terms of college, exams, work experience, and key dates/events.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Attendance to school is acceptable (95%+)</li> <li>✓ Attendance to Ambition 6 is acceptable (95+%)</li> <li>✓ Student is sometimes late to school, lessons, and ambition sessions.</li> <li>✓ Student is sometimes independent and active about their learning – both in and out of school.</li> <li>✓ Student can sometimes have a positive mindset to challenge and shows signs of wanting to achieve.</li> <li>✓ Student is sometimes organized, equipped, and ready to learn</li> <li>✓ Student shows some interest about their future in terms of college, exams, work experience, and key dates/events.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Attendance to school is unacceptable (below 90%+)</li> <li>✓ Attendance to Ambition 6 is unacceptable (below 90+%)</li> <li>✓ Student is frequently late to school, lessons, and ambition sessions.</li> <li>✓ Student is too dependent and passive about their learning – both in and out of school.</li> <li>✓ Student has a defeatist mindset towards challenge and gives up too easily.</li> <li>✓ Student is rarely organized, equipped, and ready to learn</li> <li>✓ Student shows little interest about their future in terms of college, exams, work experience, and key dates/events.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Attendance to school is harming education (below 80%+)</li> <li>✓ Does not attend Ambition 6 sessions</li> <li>✓ Student is habitually late to school, lessons, and Ambition sessions.</li> <li>✓ Student does not engage in their learning – both in and out of school.</li> <li>✓ Student is disengaged and disrupts learning for themselves and others.</li> <li>✓ Student is not organized, equipped, and ready to learn</li> <li>✓ Student shows no interest about their future in terms of college, exams, work experience, and key dates/events.</li> </ul> |



# GCSE Grading

**Standard Pass (Grade 4):** Means the student is doing everything they should be doing; it is the **baseline** for compliance or competency.

**Strong Pass (Grade 5+):** Represents **excellent**, consistent performance that **exceeds expectations**. It signifies a **higher level of achievement** than the minimum requirement.

- New GCSE Grades All GCSE subjects are examined using the grading structure of grades 9 to 1 which was first introduced for English and Maths with the 2017 examinations.
- Families may be more familiar with the legacy grade structure of A\*-G. The black dotted line on the diagram below shows how the new grade boundaries match the old grades.
- With the grading system the government is regarding a grade 5 as a “strong pass” and this is the minimum grade the student will need if they wish to study the subject at A Level. Regardless of what any College says – further education and employment will naturally look more favourably on Grade 5+.
- Grades 4 and 7 are equivalent to the bottom of the old C and A grades respectively. Vocational GCSEs are graded differently. They are graded as follows; Pass (P1 or P2), Merit (M2) and Distinction (D2 or D\*2).

## Legacy GCSE Grades

## New GCSE Grades

|    |  |     |   |
|----|--|-----|---|
| A* |  | D*2 | 9 |
| A  |  | D2  | 8 |
| B  |  | M2  | 7 |
| C  |  | P2  | 6 |
| D  |  | P1  | 5 |
| E  |  |     | 4 |
| F  |  |     | 3 |
| G  |  |     | 2 |
| U  |  |     | 1 |
|    |  |     | U |



# What's in Your Pack?

**Attendance:** The amount of time your child has been in school. This should be 97% to ensure lost learning does not affect grades.

**Behaviour Points:** Your child's rewards and sanctions for behaviour in school.

**Mock Grade:** Grade achieved in recent mock examinations.

**Current Grade:** Grade currently working at in lessons – after factoring in classwork and coursework.

**Predicted Grade:** Grade the subject teacher thinks your child will attain on current trajectory.

**Target Grade:** The grade we think your child is capable of achieving with good teaching, good learning, and home buy-in

**AtL:** Your child's attitude to learning in each subject, 4 –1 grades.

## Year 10 Summer Term Progress Report

Legal Name: Example Student  
Team: 11BOA  
Date of Birth: 18/04/2012

Attendance and Behaviour Points are from 21/03/2026 up to and including 10/07/2026.

| Attendance | Negative Points | Positive Points |
|------------|-----------------|-----------------|
| 96.8%      | 16              | 1420            |

| Subject Area       | Mock Grade | Current Grade | Predicted Grade | Target Grade | ATL |
|--------------------|------------|---------------|-----------------|--------------|-----|
| English Language   | 5          | 5             | 6               | 6            | 4   |
| English Literature | 5          | 5             | 6               | 7            | 3   |
| Mathematics        | 6          | 6             | 7               | 8            | 3   |
| Biology            | 7          | 7             | 8               | 8            | 2   |
| Chemistry          | 5          | 5             | 7               | 7            | 4   |
| Physics            | 6          | 6             | 7               | 7            | 3   |
| Computing          | 6          | 6             | 7               | 8            | 4   |
| French             | 6          | 6             | 7               | 7            | 3   |
| Geography          | 7          | 7             | 9               | 9            | 4   |
| Careers            | N/A        | N/A           | N/A             | N/A          | 4   |
| RSHE               | N/A        | N/A           | N/A             | N/A          | 2   |

| Attitude to Learning Key |               |                |                  |
|--------------------------|---------------|----------------|------------------|
| 1<br>Unacceptable        | 2<br>Coasting | 3<br>Motivated | 4<br>Outstanding |



# College Applications

**Greenhead College – December 1st, 2026**

**Huddersfield New College – 11th December 2026**

**Kirklees College – April, 2027**, however we like these to be completed in December alongside the other applications to secure places and to arrange plenty of time for interviews before the official GCSE exams begin.