

Welcome to KS4 Information Evening 2025-26

*"KS4 success is a team effort- students, parents,
parents/ carers"*

Thursday 12th March

This is when you make it count!

- The picture on results day was very clear, those students who attended school every day, were present, attended intervention, were not late to lesson did amazingly well in their exams, those who didn't, did not do well.
- Those who practiced exams, worked at home on GCSEPOD also performed well and achieved their targets.
- It is that simple.

Student A, B C – These are real grades from some of Y11's that left last year

- They were often late to school, sat in reset, argued with teachers, missed detentions, did not engage with interventions offered.....

	Student A	Student A Targets	Student B	Student B Targets	Student C	Student C Targets
English	3	4	3	5	4	6
Maths	3	5	2	5	3	6
Science	2,2	4,4	3,3	4,4	4,3	7,7

Student D, E, F – These are real grades from some of Y11's that left last year

- They arrived at school on time, were not sat in reset, worked with their teachers, were not in detention, engaged with interventions offered.....

	Student D	Student D Targets	Student E	Student E Targets	Student F	Student F Targets
English	7	5	4	3	8	6
Maths	8	6	5	4	8	7
Science	7,7	5,5	4,5	4,4	8,9	7,7

Tonight's schedule

- GCSE English
- GCSE Maths
- GCSE Science
- Y11 Wellbeing
- Y11 Careers/ Post 16 information
- Exams information

FROM 2027 Year 10 GCSE English = x 2 GCSEs

English Language (Eduqas)

Component 1 (40%) (1 hr 45, 80 marks)

Section A: Reading Fiction (20%)

Section B Creative writing (20%)

Component 2 (60%) (2 hours, 80 marks)

Section A: Reading Non-fiction x 2

Section B: Transactional writing x 2

Year 10 GCSE English = x 2 GCSEs

English Literature (Eduqas)

Component 1 (40 %) (2 hours, 80 marks)

- **Macbeth**
- **Anthology Poetry**

Component 2 (60%) (2hr 30, 120 marks)

- **An Inspector Calls**
- **A Christmas Carol**
- **Unseen Poetry**

2026 ONLY Year 11 GCSE English = x 2 GCSEs

English Language (AQA)

Paper 1 (50%) (1hr 45, 80 marks)

Section A: Reading Fiction

Section B Writing to describe or narrate

Paper 2 (50%) (1hr 45, 80 marks)

Section A: Reading Non-fiction

Section B: Writing to present a point of view

English Literature (Edexcel)

Paper 1 (50 %) (1hr 45, 80 marks)

•Macbeth

•An Inspector Calls

Paper 2 (60%) (2hr 15, 80 marks)

•A Christmas Carol

•Time and Place Poetry

•Unseen Poetry

A challenging exam process requiring absolute dedication

- **No tiers (foundation / higher) – all students sit the same exam.**
- **All exams are ‘closed book’ – no texts allowed into the exam.**
- **Grades at 9-1**
- **Exams lasting a total of 7 ½ hours!**
 - Exam stamina and *resilience* is vital.
- **The power of memory**
 - Students need to be confident in their ability to recall information - quotations
- **Exam boards say time and again that these GCSEs will ‘reward students who read widely’.**
 - Students need to be reading independently!
- **20% of the English Language marks are for Spelling, Punctuation and Grammar.**
 - Carelessness and not proof-reading = lower marks

Beyond the English classroom...

- Walking Talking Mock Exams / Mock Exams – we take students through the exam process question by question in the hall and in classrooms.
- GCSEPOD Homework designed to support pupils with their revision of the knowledge and skills needed for success in all four English exams.
- A well-stocked school library and hub where all texts and revision guides can be loaned to support further study.
- A relentlessly dedicated team of staff – we know this is a tough set of exams and we can provide revision materials and the support and encouragement the students need too!
- Revision materials provided – revision guides / killer quote sheets / copies of Anthologies – use them!
- Theatre trips / visiting theatre companies / watch the plays online

Working Together

How can you support your child?

- Keep dialogue open
- Consider purchasing copies of the texts your child is studying so that they can read the texts independently at home – access for free online.
- Exam success tips sheets– quiz them!
- Monitor use of GCSEPOD by helping them to remember to do their homework.
- Being honest about the difficulty of the GCSE - English is not something that can be revised 'last minute' - it should be **revised throughout the year to be successful.**
- **Talk to them about the texts – ask to read their stories!**

If you have any questions, please email:

Rebecca Hodkin Subject Leader of English
rhodkin@stocksbridge-mlt.co.uk

Jen Sherif: Assistant Subject Leader of English
jsherif@stocksbridge-mlt.co.uk

Other staff, it will be the initial of first name followed by surname, and the same email ending.

GCSE Maths

Ms Martin

When you solve a maths problem 3 times



and get different answer each time

According to research,



People who don't like **maths** are really good looking 🥰

MATHS, THE ONLY PLACE SOMEONE CAN BY 90 APPLES,



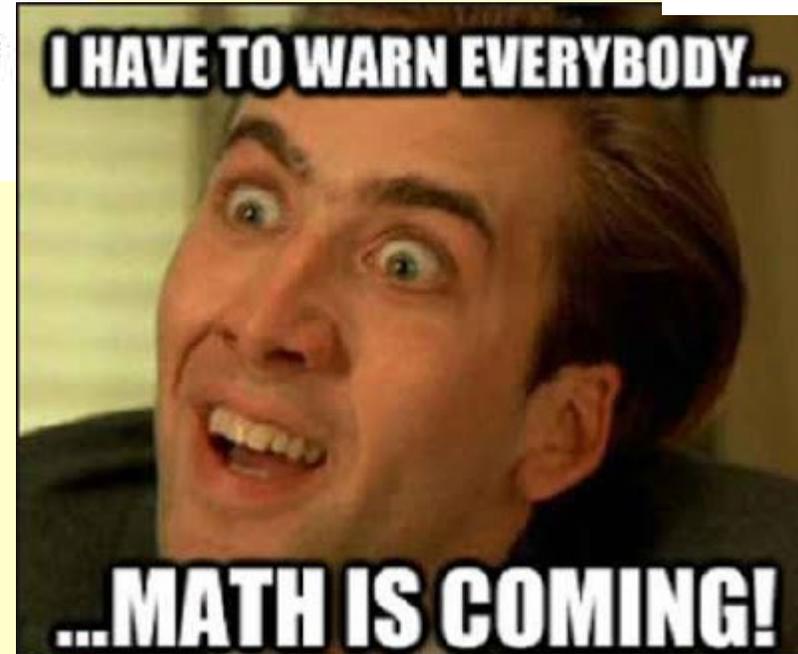
AND NOBODY WONDERS WHY???

WHEN YOU LOOK AWAY IN MATH CLASS FOR SECONDS



WWWAAAAAATTTTT HAPPENED

I HAVE TO WARN EVERYBODY...



...MATH IS COMING!

Be Positive
Be Kind

PROUD

Be Confident
Be Reflective

“The British are uniquely happy to admit being bad at maths”

Imagine a famous television presenter joking that they couldn't read.

It's an unlikely scenario, such would be their embarrassment, yet no such reservations exist for mathematics, with self-confessed innumerates popping up regularly.

"I've always been rubbish at maths" is usually accompanied by a cheeky grin. The subtext is "I'm no boffin."

BBC News Article



- Tell your children you are rubbish at maths
- Tell your children you can't help them because you are rubbish at maths
- Tell your children it's ok not to be good at maths because you never use it after school anyway.



- Encourage your children to keep trying when something is hard, tell them they can learn it if they don't know it.
- Direct them towards helpful websites or encourage them to ask their teachers for help
- Talk to them and show them maths that you use in your job and your home – you will use more than you think!

Maths GCSE Structure

- All exam based
- Exam board is Edexcel
- 3 exams all in May/June. One non calculator, two calculator. Each is worth a third of the GCSE
- Two tiers-Higher and Foundation
- Any topic could be on any exam

Higher	9	A*
	8	
	7	A
	6	B
	5	C
	4	D
	3	E
	2	F
	1	G
	U	U

Foundation v Higher

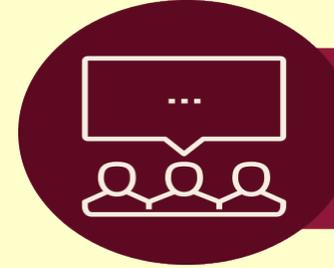
Grade Boundaries

Foundation			Higher		
Marks	Grade	Marks per paper	Marks	Grade	Marks per paper
0	U	0	90	5	30
34	1	11	124	6	41
72	2	24	159	7	53
110	3	37	189	8	63
149	4	50	210	9	70
180	5	60			

- Foundation
- 40 marks grade 1-3
- 40 marks grade 4-5

- Higher
- 40 marks grade 4-6
- 40 marks grade 7-9

The higher your grade the greater your options



PC2
One voice
active listening

Grade 5 is the **strong pass** in GCSE maths. While a grade 4 is the standard pass that most colleges will accept, a 5 is increasingly what competitive sixth forms and employers look for. It signals a more secure understanding of the subject, and for students who want to keep their options open, it's a meaningful target.

In 2025, about **15.4% of students** achieved exactly a grade 5, and just over 43% scored a 5 or above. So this puts you comfortably in the top half nationally — a solid result by any measure.

A Grade 7 places you in the **top 16.5% of all GCSE maths entries nationally** (2025 figures). Only 6.9% of students achieved exactly a Grade 7, with a further 6.4% hitting Grade 8 and 3.2% reaching a Grade 9. So if you're aiming for a 7, you're aiming high — and that's a good thing.

The truth about resits!

The percentage of students in England aged 16 who achieved a grade 4 or above (a standard pass) in their GCSE maths in 2025 was approximately **71.9%**.

This figure was a slight decrease from the 72.0% recorded in 2024

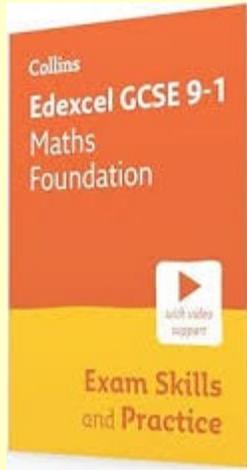
In 2025, the percentage of students aged 17 or older in England who passed their **GCSE maths resit** (achieved a grade 4 or above) was **17.1%**.

This figure is slightly lower than the 17.4% pass rate in 2024 and significantly lower than the pre-pandemic level of 21.2% in 2019

Resits are designed to be a backup!

What are we doing?

- Regular past papers in class
- ‘Walking talking mocks’
- Exam breakdown from every trial exam with individual strengths and weaknesses using pupil progress
- After school intervention on Monday night (by invitation)
- Targeted tutor time interventions (by invitation)
- Targeted interventions during PE time (by invitation)
- Revision guides are available on Parent Pay



Collins
Edexcel GCSE 9-1
Maths
Higher

Collins
GCSE 9-1
Maths
Foundation
Complete Revision & Practice

Organise
and Retrieve your
Knowledge

3 books in 1
Revision guide, workbook & practice paper

Sparx Maths

- As a school we have signed up all students to the website **Sparx Maths**
- All homework will be set via the website
- Compulsory tasks will be set around what pupils are learning in class, but pupils can also complete extra tasks for revision
- The website is intuitive and will adapt as it learns to what pupils know and don't know to make sure work is targeted at what they need. If your child uses AI to cheat on their homework it will think they know it and make it much harder for them to complete
- Parents will also be emailed when homework is set so you will know when your child has work to complete (does this happen)
- Research has shown that pupils who regularly complete Sparx Homework to 100% achieve on average two grades higher than those who do not

Teaching groups:

	Teacher	Tier
IIM1	Ms Lowe	Higher
IIM2	Mr Drayson	Higher
IIM3	Mr Cairns	Foundation
IIM4	Ms Martin	Foundation
IIM5	Mr Bangs	Foundation
IIM6	Mr Paul	Foundation

Teaching groups:

	Teacher	Tier
10M1	Ms Martin	Higher
10M2	Mr Paul	Higher
10M3	Mr Bangs	Foundation
10M4	Ms Lowe	Foundation
10M5	Mr Cairns	Foundation
10M6	Mr Drayson	Foundation

Working together...

How can you support your child?

- Keep dialogue open – contact me or your child's class teacher if you are concerned about anything. My email is JMartin@Stocksbridge-mlt.co.uk
- RDrayson@stocksbridge-mlt.co.uk
- Look out for the emails regarding homework from Sparx to help support your child completing this
- Make sure your pupil has all their maths equipment with them at school (**especially a scientific calculator**)
- Encourage your child to attend intervention sessions and revise regularly-small amounts regularly are better than large amounts at the last minute
- **The harder your child works, the better their grade will be!**

GCSE Science

Mr Schuller

pschuller@stocksbridge-mlt.co.uk

GCSE Science

Triple Science- Higher

- GCSE Biology
- GCSE Chemistry
- GCSE Physics

- 6 papers
- **1 hour 45 minutes** and 100 marks each
- 2 Biology, 2 Chemistry and 2 Physics papers

Combined (Trilogy) Science - H/F

- 2 GCSEs
- Foundation paper (Up to Grade 5)
- Higher paper (Up to Grade 9)

- 6 papers
- **1 hour 15 minutes** and 70 marks each
- 2 Biology, 2 Chemistry and 2 Physics papers

How we support students in Science

- Check for understanding several times in a lesson
- Lots of recall of past topics - start of every lesson
- Revision resources & exam questions
- Regular end of topic tests
- Intervention
- **GCSEPOD**
- **Homework – exam question based**

Morning AM Intervention	During form time – Invite only
PE Time Intervention	Invite only – Small, targeted focus groups
After school intervention	Invite But open to all students who wish to attend

Collins

AQA GCSE 9-1 Combined Science Trilogy Foundation

Organise
and Retrieve your
Knowledge



Combined Science Revision Calendar - Foundation



Date	Biology	Chemistry	Physics
1 st December – 14 th December	Inheritance, Variation and Evolution (p.68-80) <input type="checkbox"/>	The Rate and Extent of Chemical Change (p.150-154) <input type="checkbox"/>	Forces (p.236-252) <input type="checkbox"/>
15 th December – 21 st December	Homeostasis and Response (p.60-66) <input type="checkbox"/>	Organic Chemistry (p.156-158) <input type="checkbox"/>	Forces (p.236-252) <input type="checkbox"/>
5 th January – 18 th January	Ecology (p.82-92) <input type="checkbox"/>	Chemistry of the Atmosphere (p.166-170) <input type="checkbox"/>	Waves (p.254-258) <input type="checkbox"/>
19 th January – 1 st February	Cell Biology (p.8-22) <input type="checkbox"/>	Using Resources (p.172-178) <input type="checkbox"/>	Magnetism and Electromagnetism (p.260-262) <input type="checkbox"/>
2 nd February – 15 th February	Organisation (p.24-40) <input type="checkbox"/>	Atomic Structure and Periodic Table (p.94-110) <input type="checkbox"/>	Energy (p.180-194) <input type="checkbox"/>

Be Positive
Be Kind

PROUD

Be Confident
Be Reflective



Doing all the book in chunks means you will have revised the entire course by May.

Date	Biology	Chemistry	Physics
1 st December – 14 th December	Inheritance, Variation and Evolution (p.68-80) <input type="checkbox"/>	The Rate and Extent of Chemical Change (p.150-154) <input type="checkbox"/>	Forces (p.236-252) <input type="checkbox"/>
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- 1 piece of homework, per fortnight per Science
- Book is additional support & extra homework
- GCSE Pod – Login support if needed
- Pod Club – Fridays after school in Whitwell Library

What can I do?

- Talk – Ask about what they're learning
- Ask to see GCSE Pod – Check they've done their homework
- If they've brought their book home – Ask to see it!
- Help us to help your child – We need your support!

Exams

Important Dates - Y11

- You have already completed your first set of trial exams – your conduct was superb, and your teachers are currently using the information from those exams to inform your lessons and revision schedule.

Important Dates - Y10

- Your first set of mock exams will take place in the last half term of this year.
- You will be starting to prepare for these in the next few weeks.

Why do we do trial exams?

- To get you used to exam conditions, so that it is not a shock when you attempt the real exams
- To get you used to longer exam papers, than cannot be completed in class
- So that your teachers can identify gaps in your knowledge, this enables them to plan lessons to help you
- So that we can identify what grade you are likely to achieve at the end of Year 11 (this helps you to plan what you want to do after you leave this school)

What you need to do for your trial exams?

- Bring all the equipment you need (including calculators where necessary)
- Ensure you follow all instructions around exam regulations
- Ensure that you do not bring your bag or your mobile phone into the exam hall
- Prepare
- Do your best in the exam – it is important that we get an accurate idea of what you are good at and what areas you need to develop
- Ensure you know your seat number and sit in the correct seat
- And finally, a few words about malpractice

Post 16

Careers Advice and Support

**Be Positive
Be Kind**

PROUD

**Be Confident
Be Reflective**

Careers Advice and Support

: Careers Advisor

Claire Jackson:Assistant Headteacher

Personal Statements

Students will be asked to complete a personal statement that will be included in their application

Help will be given within tutor time to complete this- *your support at home would be greatly appreciated.*

3-4 paragraphs about you.

- 1) Who you are and your interests (both in school and out of school) and hobbies*
- 2) Your chosen post 16 destination and career aspiration*
- 3) Work Experience and how this will make you suitable*
- 4) Your personal achievements*

Applying- Sheffield Progress

The screenshot shows the Sheffield Progress website. At the top left is the logo, which consists of a stylized red and green graduation cap with a tassel, next to the text "Sheffield Progress". To the right of the logo is a navigation menu with links: "Home", "☆ Favourites", "Getting started", "Get in touch", "Courses", "Help & Guidance", "Events", and "Sign In". Below the navigation is a red banner with the quote "Education is not preparation for life; education is life itself." in white text. Underneath the banner is a carousel of three cards. The first card features a black and white photo of students in a classroom writing at desks, with a red left-pointing arrow on its left side. Below the photo, it says "Full Time Courses" and "Vocational and academic >" with a grey "Search" button. The second card features a color photo of a man in a green sweater working at a computer in a lab or office, with a red right-pointing arrow on its right side. Below the photo, it says "Employers" in red and "Work related courses >" in blue, with a blue "Search" button. The third card features a black and white photo of a woman sitting at a desk with a laptop, with a red right-pointing arrow on its right side. Below the photo, it says "Jobs" and "Full or part-time jobs >" with a grey "Search" button.

Sheffield Progress

Home ☆ Favourites Getting started Get in touch
Courses Help & Guidance Events Sign In

Education is not preparation for life; education is life itself.

Full Time Courses
Vocational and academic > Search

Employers
Work related courses > Search

Jobs
Full or part-time jobs > Search

Student Wellbeing for KS4

Our priorities:

- To give your child every opportunity to fulfil their academic potential
- To ensure that your child is fully supported throughout their final year at Stocksbridge and with their GCSEs
- To ensure your child's wellbeing and minimise stress throughout their exams

NOURISH TO FLOURISH



The pressures of KS4



Everyone reacts differently to stress.

- Tearful, irritable, mood swings
- Becoming anxious or nervous
- Tummy aches, tiredness
- Lack of motivation
- Loss of confidence or self-esteem
- Weight loss or weight gain
- Aggressive or angry outbursts

Who can your child speak to in school?

- Ms Luttrell– Pastoral leader Year 11
- Ms Travis – Pastoral leader Year 10
- Mrs Storr – Deputy Headteacher / Designated Safeguarding Lead
- Jill Saccomando– Safeguarding & Inclusion Manager
- Mr Furness – Assistant Headteacher

External agencies who work with our school:

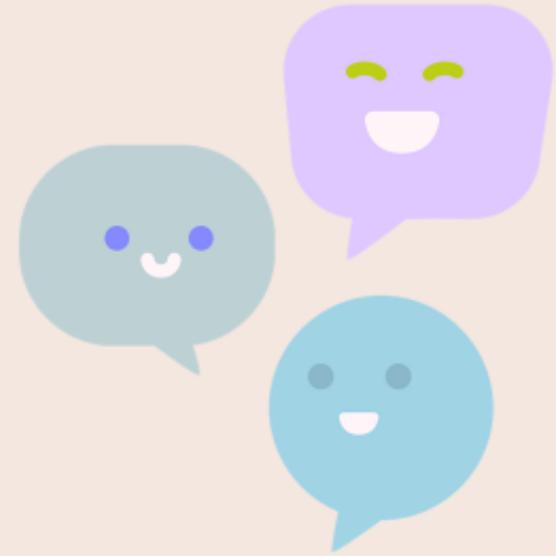
- Family Intervention Service (previously known as MAST)
- GP
- Children & Adolescent Mental Health Service (CAMHS)
- STAR team at Sheffield Children's Hospital A&E
- Sheffield Young Carers

And more.....



Wellbeing Cafe

**A place to talk, make friends, have fun - or just
take a breather!**



**Every Tuesday 3:10 PM - 4:00 PM
Seminar Room**

Door 43 – Sheffield Futures

Make a referral



If you are a young person, you can refer yourself to their service.

Schools and parents can also make the referral.

www.sheffieldfutures.org.uk/make-a-referral/



Aged 13-25?

Come and socialise, have a brew and get involved in our group, led by wellbeing practitioners. Over 18's and Under 18's meet separately.

We do art, play music, games, chat about life and have refreshments.

We're here every **Tuesday 5-6:30pm**.
Turn up or get in touch 0114 201 2800 or door.43@sheffieldfutures.org.uk

www.sheffieldfutures.org.uk

Search Sheffield Futures and DOOR43



Star House,
43 Division Street,
Sheffield,
S1 4GE.

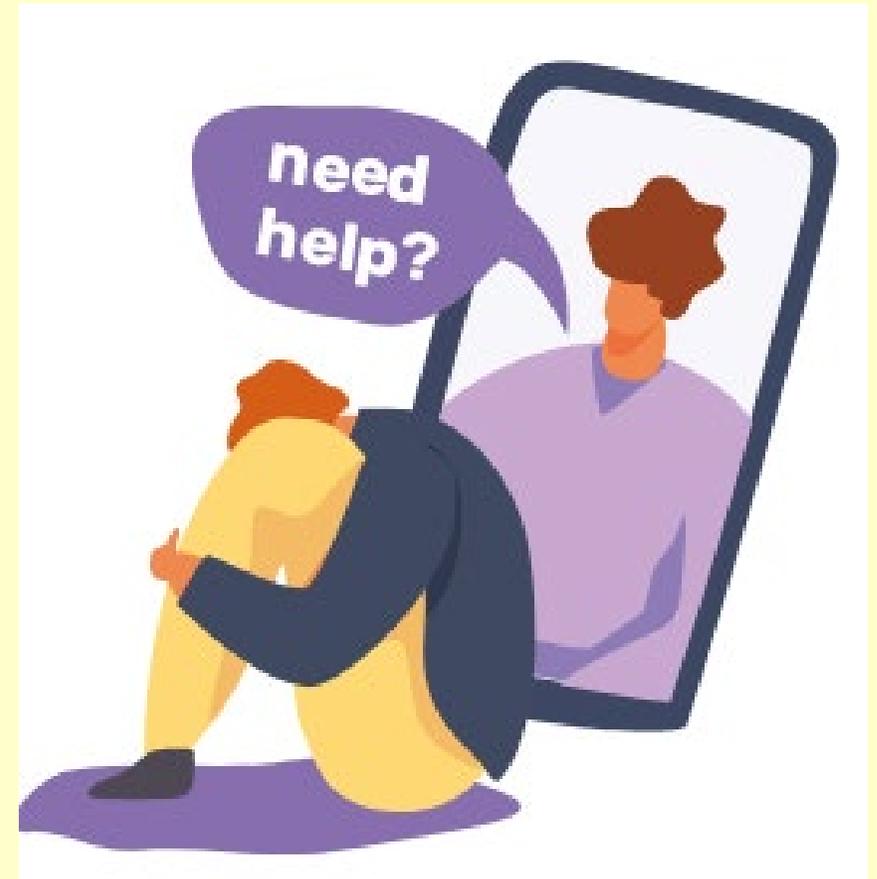


Free online counselling service...

kooth

Your online mental wellbeing community

Free, safe and anonymous support



Useful apps...

About Calm Harm

The urge to self-harm is like a wave. It feels the most powerful when you start wanting to do it.

Learn to ride the wave with the free Calm Harm app by choosing activities from these categories:

Comfort, Distract, Express Yourself, Release, and Random.

There is also a breathing exercise to help you be mindful and stay in the moment, regulate difficult emotions, and reduce tension.

When you ride the wave, the urge to self-harm will fade.

