Y10/11 Information Evening

3rd September 2026

Introductions

- Mr Perry – Head of School - (aperry@lfatsf.org.uk)
- Mr Price– Y11 HoY – (sprice@lfatsf.org.uk)
- Mr Perkins – Y10 HoY – (rperkins@lfatsf.org.uk)

Themes for evening

- Successes
- What does parental engagement look like?
- Study habits
- Expectations
- Questions
- Homework
- Vocational qualification requirements
- How the grades work
- Tamworth 6th Form
- Dates for the diary
- Questions

Sharing the good news

- 4th consecutive year of being the highest performing school in Tamworth
- Average grade of nearly a 5 across all subjects
- Amazing results day
- 50% of students returning to Tamworth 6th Form
- We were and are, so proud of them

School name	Type of school	Number of pupils at end of key stage 4	Attainment 8 score
Landau Forte Academy, QEMS	Academy	134	49.6
Lift Rawlett	Academy	219	45.1
Landau Forte Academy, Amington	Academy	185	40
The Wilnecote School	Academy	155	38.7
Lift Tamworth	Academy	88	36.1

The end goal!

- This year saw record results for the year 11 & 6th form students

- We know what we do works, and it works even better with your support!

Grades

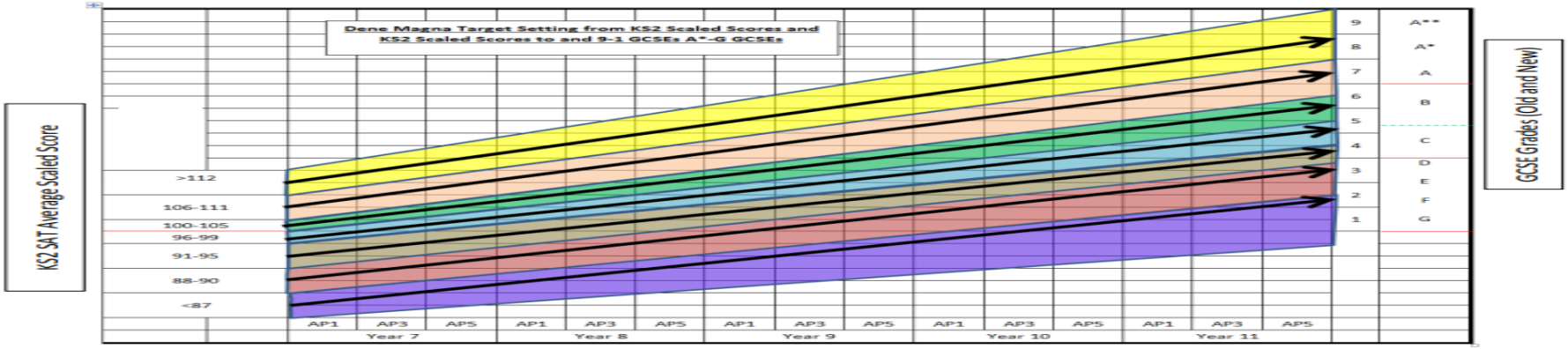
Key Stage 4 Grades

New GCSE Grade Structure	Previous GCSE Grade Structure	Vocational Grades	
9 8 7	A* A	L2D*	
6 5 4	B C	L2M L2P	
3 2 1	D E F G	L1D L1M L1P	L1P
U	U	U	

Vocational Grades: L2 = Level 2, L1 = Level 1; P = Pass, M = Merit, D= Distinction; D* = Distinction* (e.g. L2P = Level 2 Pass). Cambridge Technical courses can award 3 different level 1 grades; other vocational courses that we run can only award a Pass at Level 1. At Level 2, the grade structure is the same for all vocational courses offered.

Targets

- Targets are usually determined by how well students did in their key stage 2 SATS
- Year 11 is different
- Learning is not linear
- The target is a minimum expectation based on national criteria
- It is not a ceiling



Parental Support

Year 10 and 11 Information Evening

According to Education Endowment Foundation Parental Engagement has a positive impact of an additional 4 months progress

If a student were to make 2 grades progress per year, this would mean an additional $\frac{2}{3}$ of a grade each year.

Education Endowment Foundation

Parental engagement

Moderate impact for very low cost based on extensive evidence.

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement

Some dates for the diary

Y11

140 school days until exam season

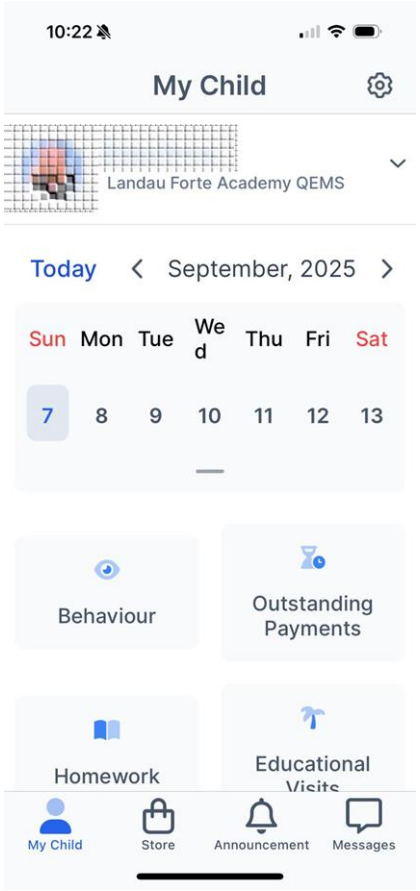
27/8 – Y11 One to one interviews
1/9 – Period 6 start
3/9 – Information Evening
12/11 – BTEC Parents Evening
16/11 – Y11 Mock exams
19/11 – 6th form Open Evening
18/12 – Y11 Reports
7/1 – Y11 Parents Evening
Jan – Comp 3 exams
22/2 – Y11 Final Mocks
1/5 – Y11 exams

Plus PSA/Coursework deadlines

Y10

3/9 – Information Evening
Dec – BTEC PSAs
11/1 – Trial Exams
12/2 – Y10 Reports
25/2 – Parents Evening
June – BTEC PSAs
21/6 – Trial Exams
5/7 – Work Experience
16/7 – Trial Exam Results

My Child at School MCAS



Replaced previous subscription to go4schools

- All student information can be found once logged on
  - Attendance
  - Homework (if not set via Seneca)
  - Timetable
  - Behaviour
  - Options (Y9 only)
  - Personal details/information (eg update email address)
  - Payments
  - Notifications

CRITICAL THINKING

ORACY

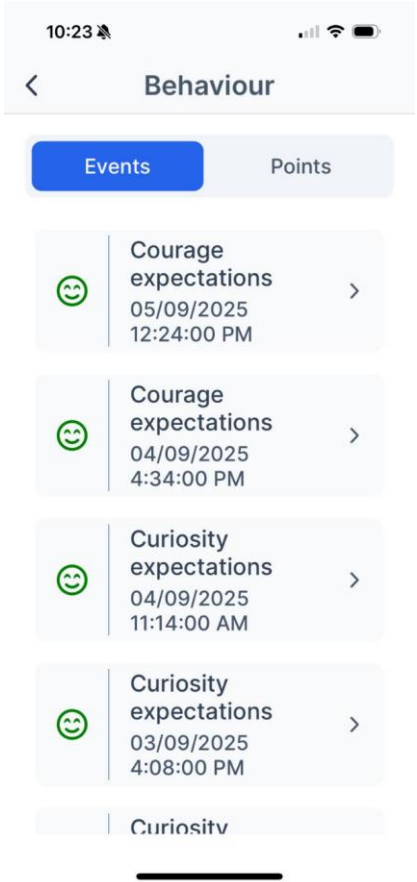
COLLABORATION

SELF QUIZZING

ADAPTABILITY

ORGANISATION

My Child at School MCAS



- Live updates of achievements and behaviours in lessons
- Detentions visible via the timetable – none are missed
- By clicking on the specific entry more details can be viewed (subject, teacher etc)

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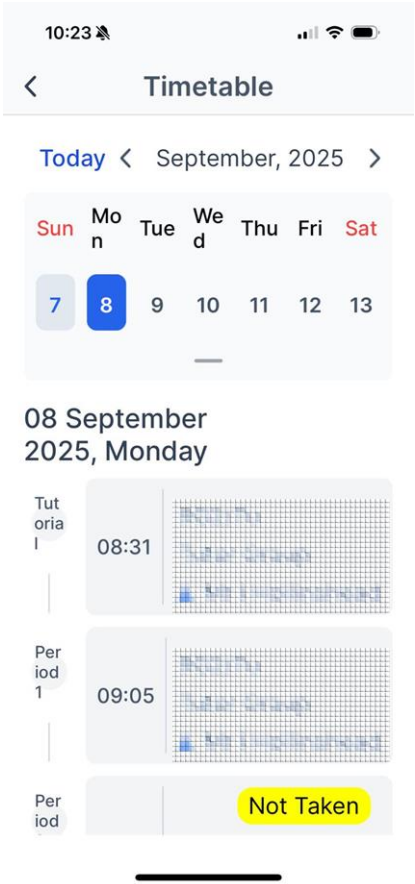

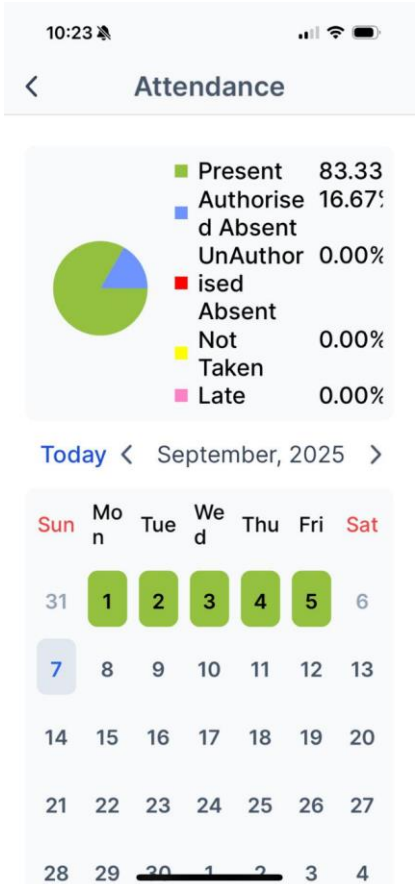

- Daily timetable
- Linked to attendance
- Live update of lesson attendance/overall attendance
- Absences must be reported via email and/or telephone (answer phone)

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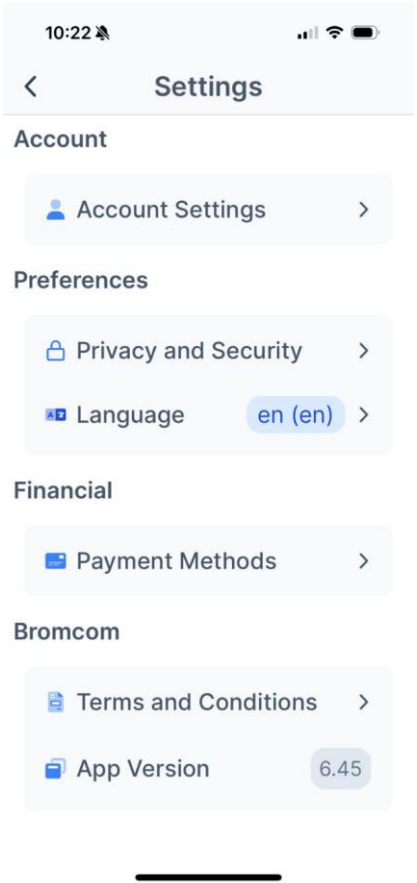

Finally

- Personal details such as mobile number / email address can be updated via the app
- Payment methods

CRITICAL THINKING

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At home

- Expectations, habits & routines
- Make sure they have a quiet place to work
- Ensure phones are not accessible
- Make it easy for them
- Get them to teach you!
- Emotional support – know when to pull back!
- Agree a target

Proactive Parental Engagement

Practical strategies you can use at home:

- Helping create a revision or homework schedule
- Supporting the implementation of this schedule
- Checking homework gets completed
- Encourage to research next steps
- Checking MCAS/Seneca for progress and behaviour
- Ensuring excellent attendance and punctuality
- Attending parents evenings
- Contacting staff
- Encouraging the use of revision platforms (Sparx, GCSE Pod)

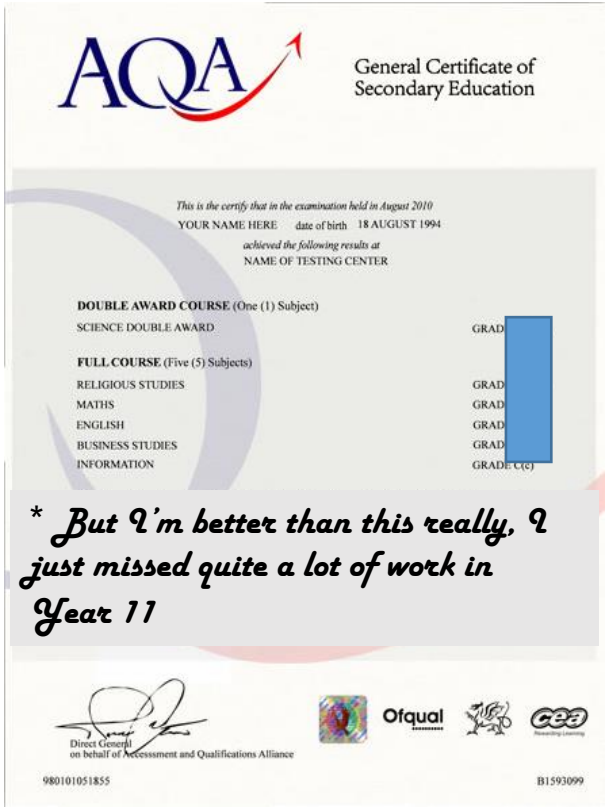
Student Messaging

Behaviour and Expectations

- High standards in uniform, behaviour, and effort.
- More ‘adult-like’ feel
- Respect and responsibility in all lessons.
- Positive relationships between staff, students, and peers.

What does success look like?

No excuses culture



AQA General Certificate of Secondary Education

This is the certify that in the examination held in August 2010
YOUR NAME HERE date of birth 18 AUGUST 1994
achieved the following results at
NAME OF TESTING CENTER

DOUBLE AWARD COURSE (One (1) Subject)
SCIENCE DOUBLE AWARD GRAD

FULL COURSE (Five (5) Subjects)
RELIGIOUS STUDIES GRAD
MATHS GRAD
ENGLISH GRAD
BUSINESS STUDIES GRAD
INFORMATION GRADE C(c)

Direct General
on behalf of Accessment and Qualifications Alliance

Ofqual

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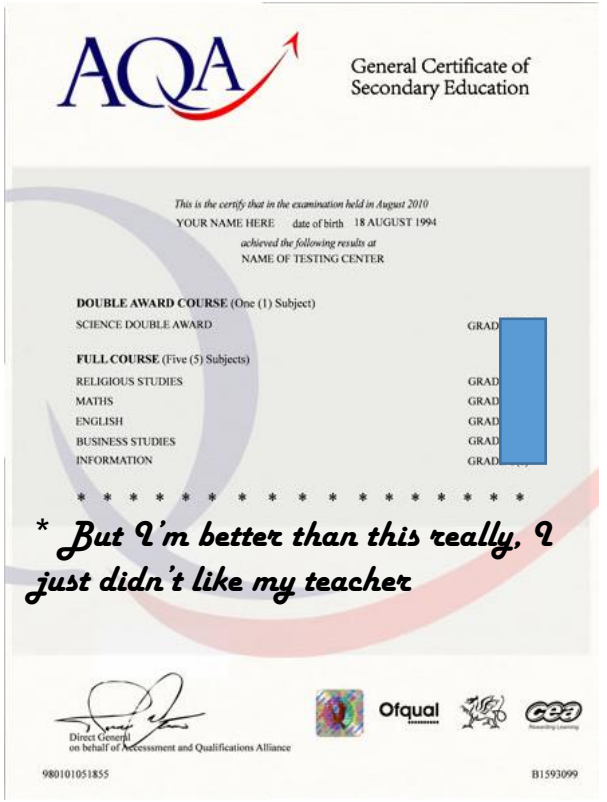
** But I'm better than this really, I just missed quite a lot of work in Year 11*



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INFORMATION GRAD

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Direct General
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Ofqual

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** But I'm better than this really, I just didn't like my teacher*

Key question: **How do we learn? Memory, retention, and recall.**

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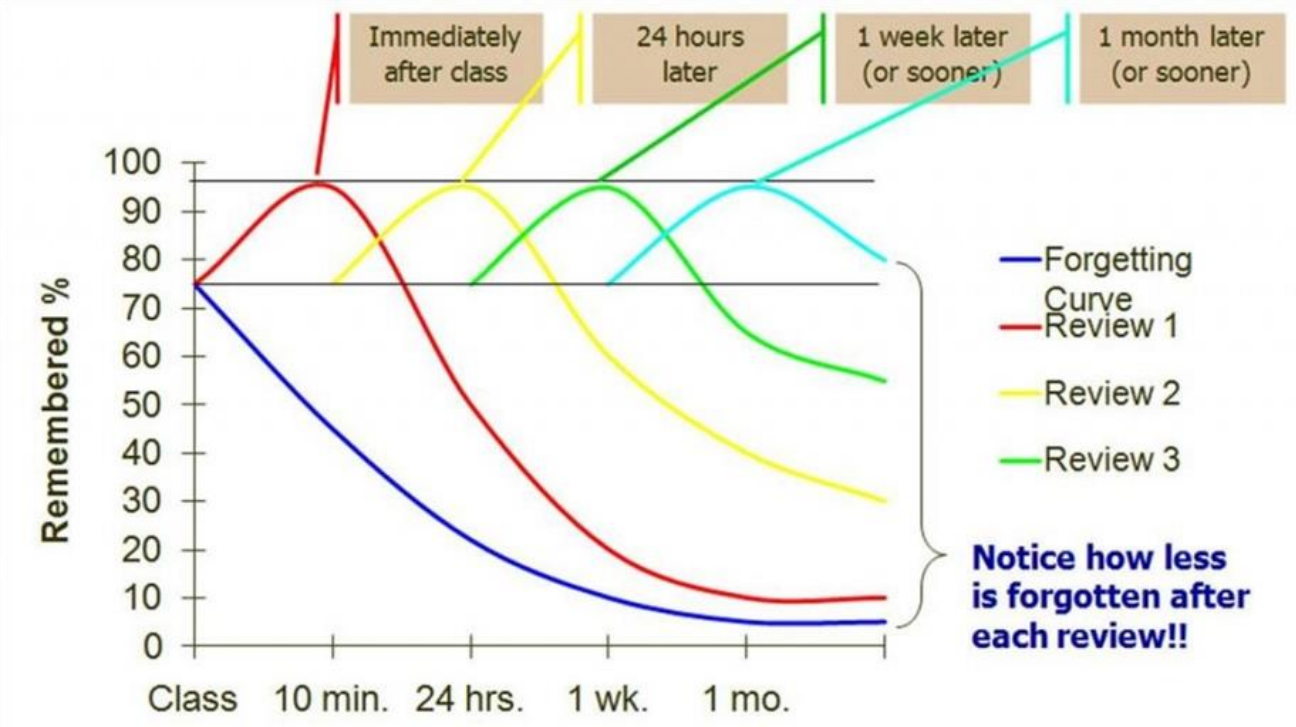
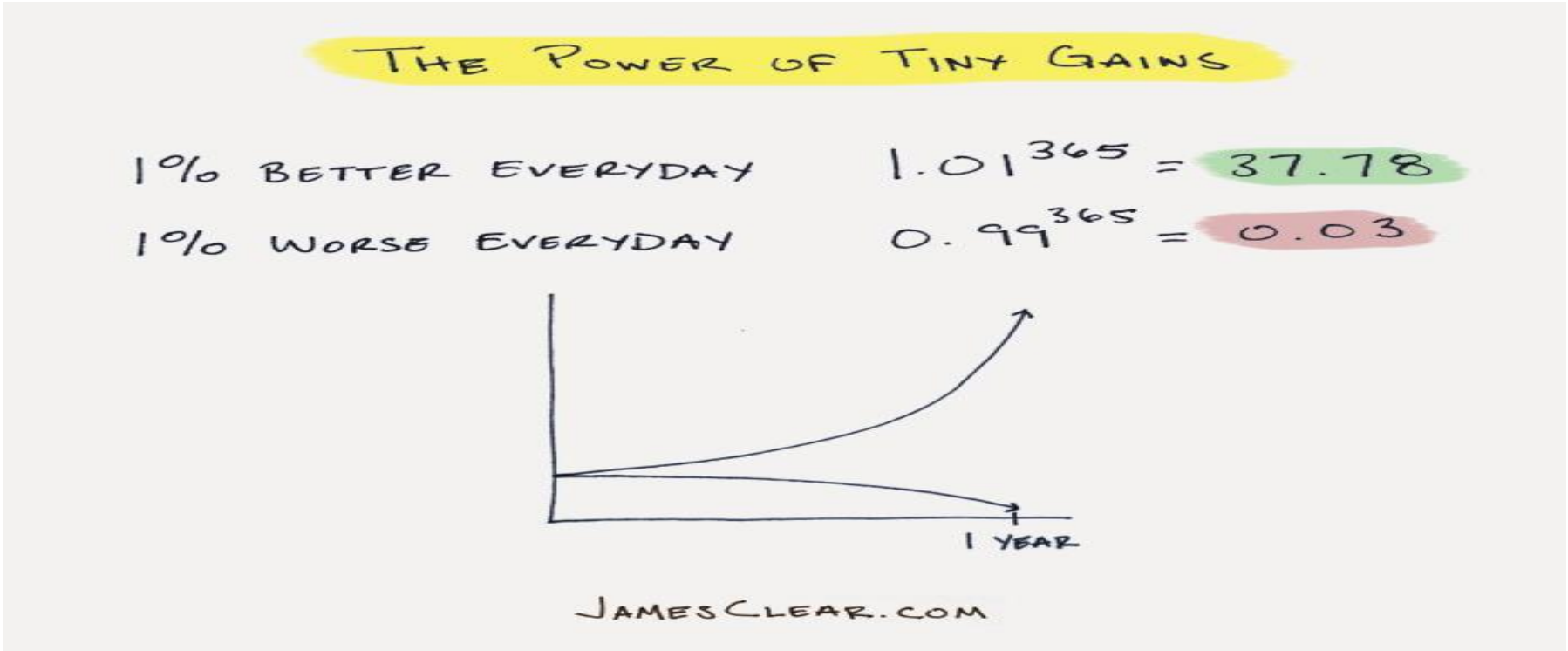


Psychologist, Hermann Ebbinghaus found that repeating information helps us remember more of it.

1% better every day

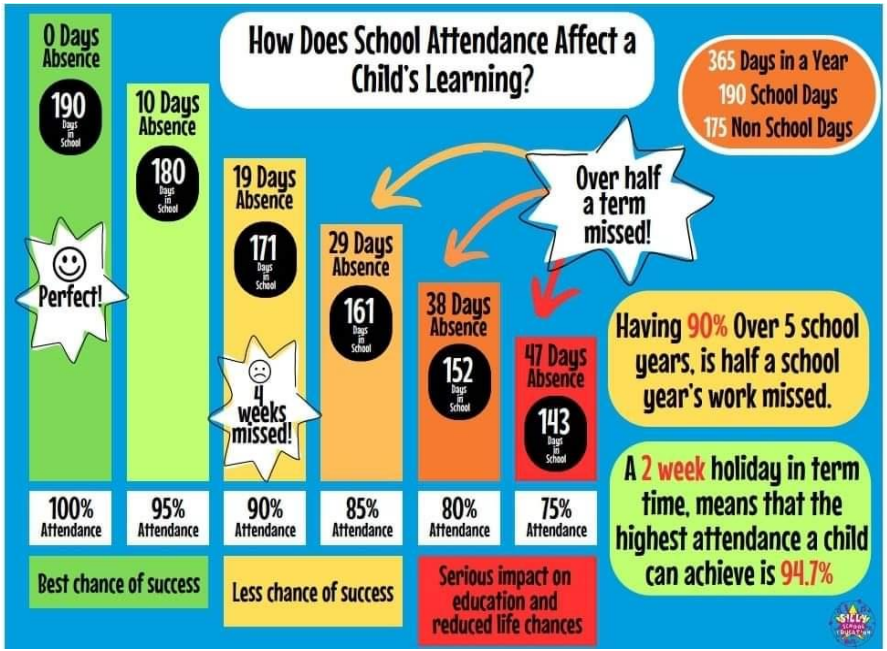


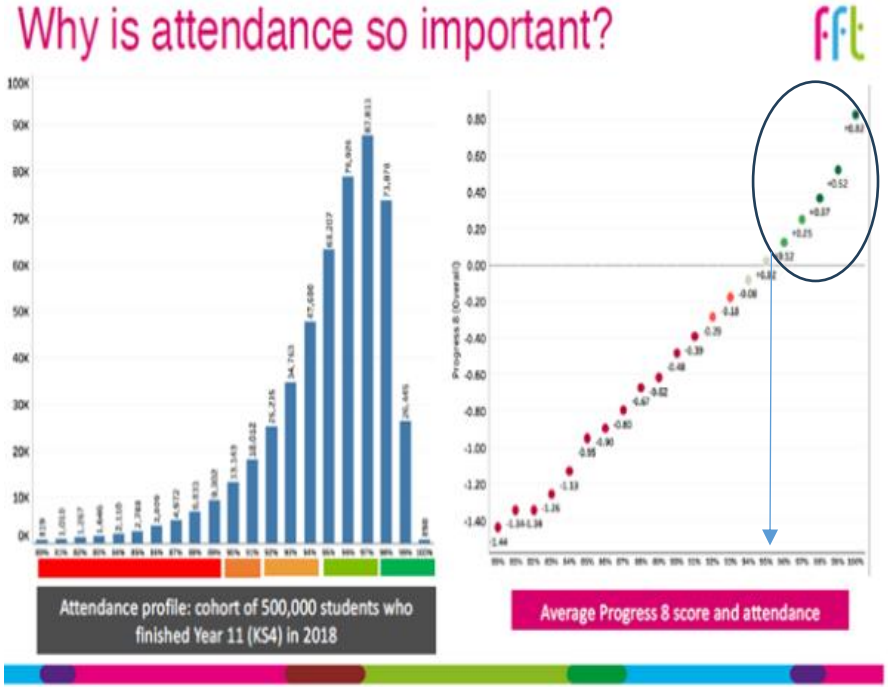
Examples of a 1%

- Attending 100% of the time
- Having a revision timetable
- Asking one question per lesson
- Period 6 is an extended offer for Y11 students on Wednesday & Thursday

Attendance & Punctuality

- 96%+ attendance = best chance of success.
- Every lesson matters because gaps are hard to close.
- Being on time sets the tone for the day.



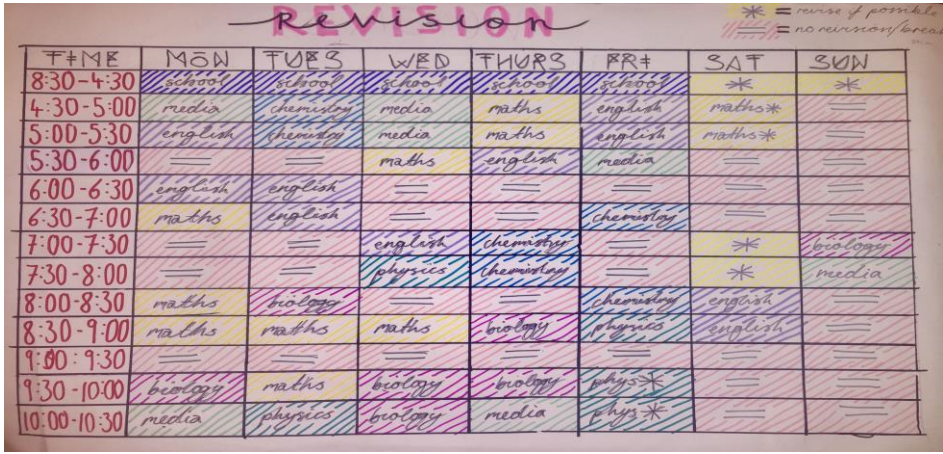


Y11 Intervention

Evening – 3.10pm – 4pm	Morning – 8.30am – 9am
Biscuits and Drinks in the canteen from 3pm Monday – English/Maths/Science Wednesday – Option Thursday - Option	Maths/English/Science/Humanities Tuesday Wednesday Thursday

Red/Blue	Year 11
Monday	Bright Futures
Tuesday	Intervention
Wednesday	Intervention
Thursday	Intervention
Friday	Assembly

Power of Habits



Find out what you need and start!

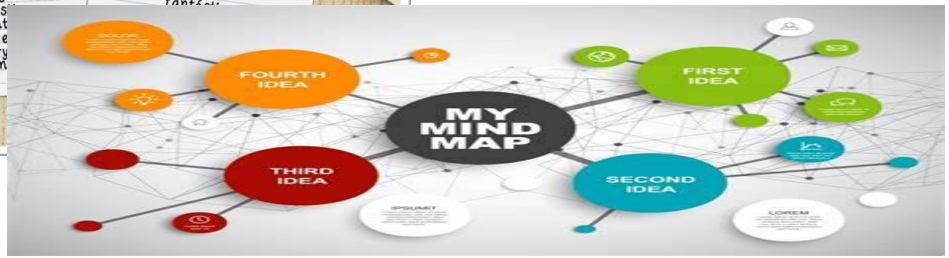
- Organisation trumps willpower
- Put a revision timetable together!
- Start a habit that is easy
- Find out what you need to do
- Organise your revision material early
- 30 minutes of revision in one session
- If you don’t do press ups,
  you wouldn't attempt 100 in one go!

Strategies

Personalised!

- Cue cards

- Mind Maps



- Past Papers and Mark Schemes! Its all there!

AQA

GCSE MATHEMATICS

Foundation Tier Unit 1 Statistics and Number

Wednesday 4 November 2015 Morning Time allowed: 1 hour

43601F

CRITICAL THINKING

ORACY

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ORGANISATION

Exam Boards

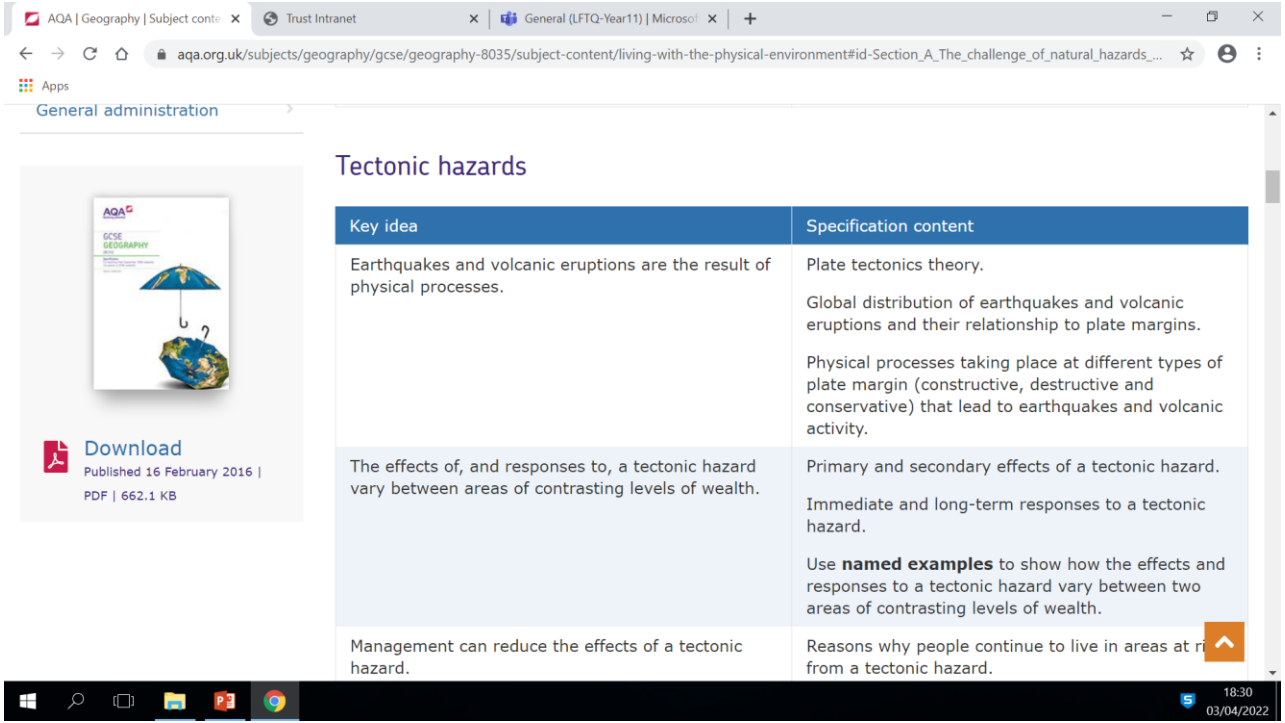
Board	Subject
OCR	Art & Design: Fine Art
Edexcel	Creative Media Production
AQA	Computer Science
AQA	Design Technology
Edexcel	Digital Information Technology
AQA	English Language
AQA	English Literature
Edexcel	Enterprise
WJEC	Film Studies
AQA	Food
AQA	French
AQA	Further Maths
OCR	Geography (B)
Edexcel	Health & Social Care
AQA	History
WJEC	Hospitality & Catering
AQA	Mathematics
OCR	Music
WJEC	Performing Arts
AQA	Polish
AQA	Religious Studies
AQA	Science - Combined Trilogy
AQA	Science - Triple
AQA	Spanish
Edexcel	Sport

How to use effectively (Science Example)

Steps:

1) Search: AQA GCSE Science Specification/ past papers/mark schemes
2) Click on Link
3) Go to Subject Content (Section 4)
4) Put into revision plan

The Specification



The specification is everything the students are required to know

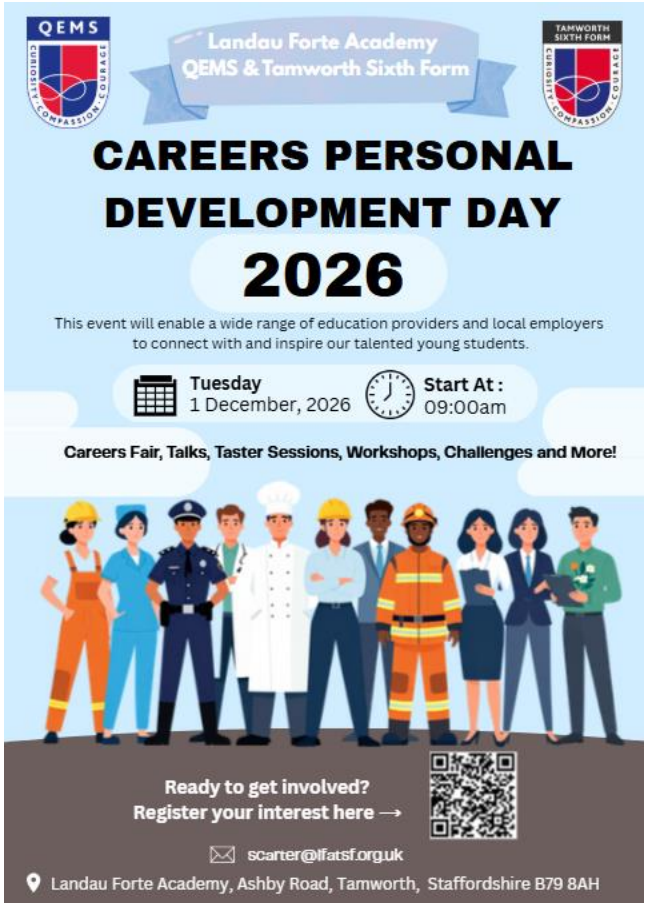
They can't be assessed on anything that is not on the specification

This should act as a checklist. You can colour code what you know (green), what you know a bit about (amber) and what you know little about (red)

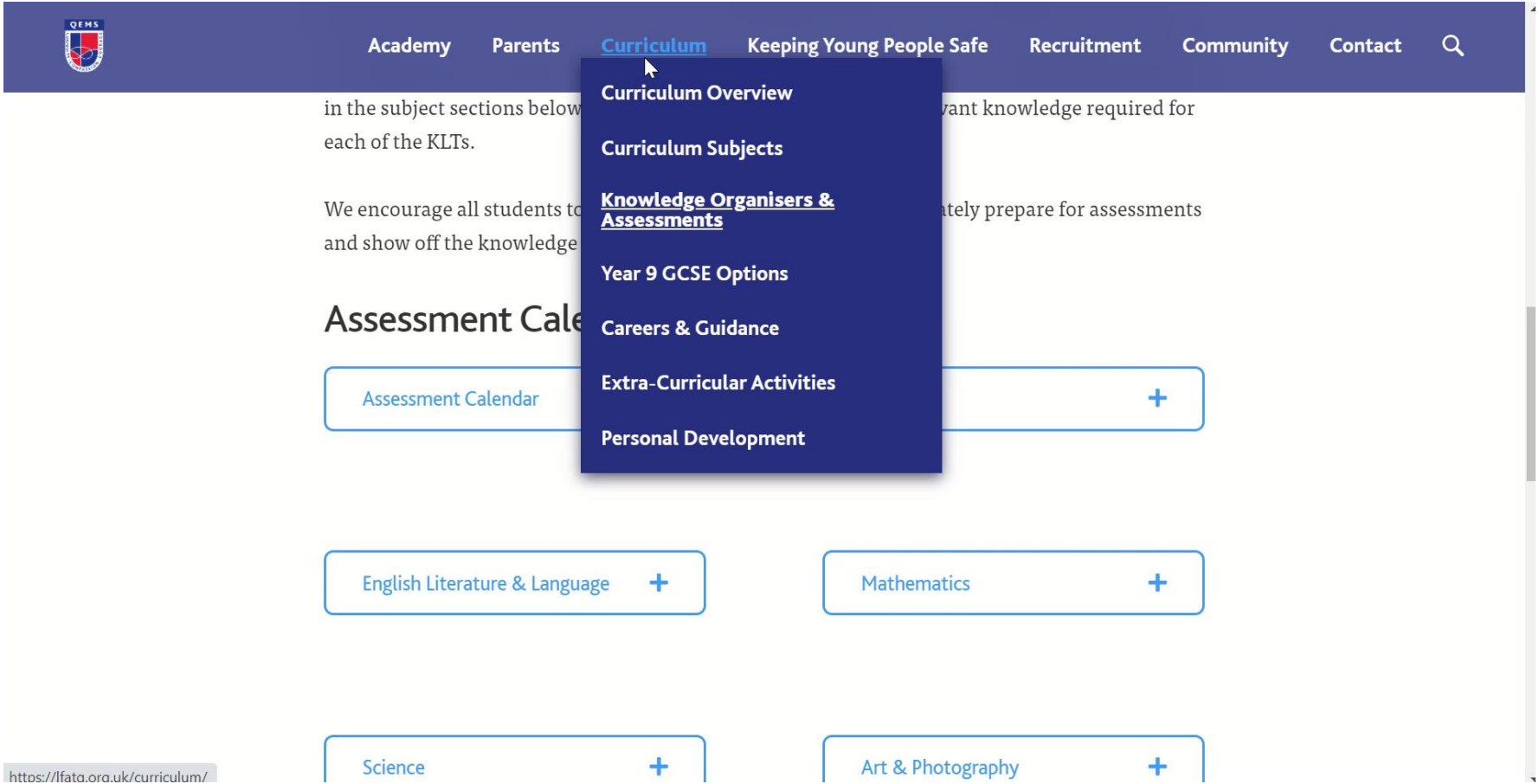
Post-16 Pathways

- Exploring options: sixth form, college, apprenticeships.
- Support with applications.
- Encouraging ambition and realistic choices.

- Our careers advisor will be arranging meetings with our year 11 students to support them with next steps.



How to navigate the website



Curriculum Maps

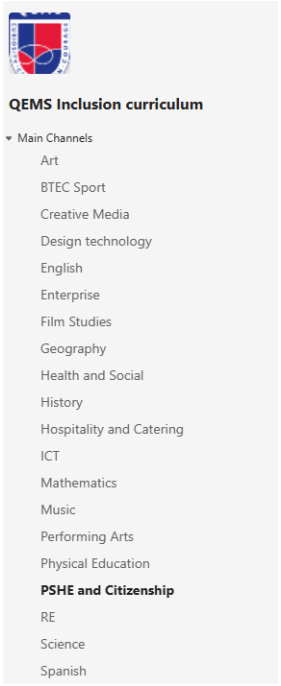
Geography

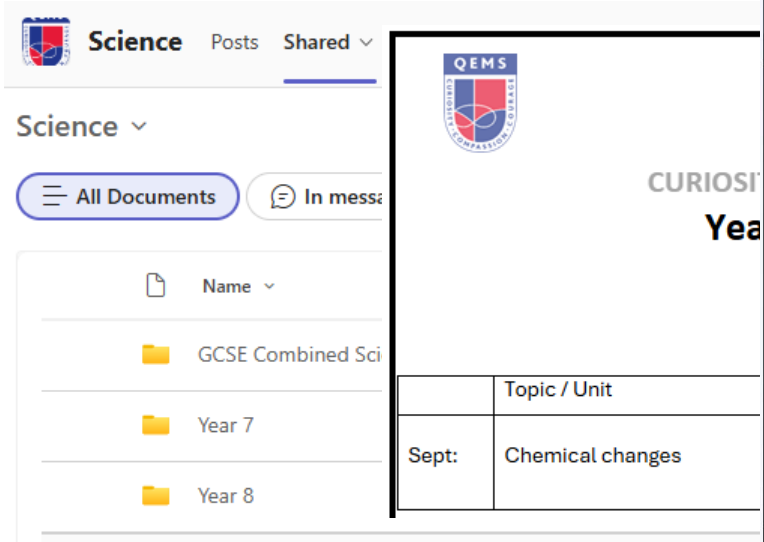
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 7:	How to read maps Unit we will look at OS maps, Grid referencing, Direction and Relief	How does the water of the Land work Unit will look at river drainage basins, erosion process, waterfall creation, meanders, flooding and river management		Where is our world Population Unit will look at population distribution, population structures, overpopulation and ageing populations.	How important is the Tourism industry Topic will look at The importance of Tourism, impacts of tourism, UK tourism, Eco-tourism	What is happening in Tamworth will look at the location, physical, population, Field investigation on the impacts of Tourism
Year 8:	How does Weather and Climate affect us unit will like at weather and climate, rainfall, UK climate, Beast from the East, Tropical storms, natural causes of climate change, human causes of Climate Change and impacts of Climate Change		What is happening in the city unit will look at UK city structure, city challenges, de-industrialisation, regeneration, LIDC challenges	How diverse is Africa's Ecosystems unit will look at climate of the TRF, adaptations in the TRF, deforestation, management of the TRF, Deserts, desert adaptations, opportunities, desertification		How diverse is the Middle East unit will look at climate, physical features, human features, population, resources, Dubai as a sustainable city
Year 9:	What is there at the Coastline unit will look at coastal processes, erosional landforms, coastal transportation, depositional features, Coastal management	How developed an d Globalised is Asia will look at What is development, How can we measure development, causes of uneven development, life in a LIDC, strategies to reduce uneven development, globalisation, trade and TNC's		How are Tectonic Hazards affecting our Landscapes will look at plate tectonics – Earth structure, plate boundaries, Volcanoes, impacts of Volcanic activity, Earthquakes, impacts of Earthquakes, Multi-hazardous environment Japan, preparing and managing hazards		What are we doing to the Cryosphere will look at the distribution and formation, landforms, Tundra, Polar regions, threats to Antarctica, threats to the Oceans, Management
Year 10: GCSE	Dynamic Development will look at measuring development, factors that affect Development, consequences of uneven development, Can aid help, Democratic Republic of Congo, Top down strategies to help development, Bottom up strategies to help development		Sustaining Ecosystems will look at what is an ecosystem, global ecosystems, Tropical Rainforests, sustainable management, Polar regions, managOement	Urban Futures will look at urban growth and patterns, urbanisation in AC cities, urbanisation in EDC cities, Challenges in Ac cities, making cities more sustainable	Distinctive Landscapes will look at UK landscapes, physical processes (such as weathering, mass movement, erosion and transportation), coastal Landforms, coastal management, river landforms, river management	
Year 11: GCSE	Hazards will look at why we have weather extremes, Weather hazards – Tropical storms, plate margins and boundaries, formation of Volcanoes, Volcanic eruption hazard, Earthquake hazards in AC's and Earthquakes in LIDC's		Resource Reliance will look at types of resources, demand for resources, food security, methods to ensure food security,	UK in the 21st Century will look at UK population density, UK's ageing population, diversity in the UK, changes in the UK economy, reasons for change and global significance of the UK	Revision	

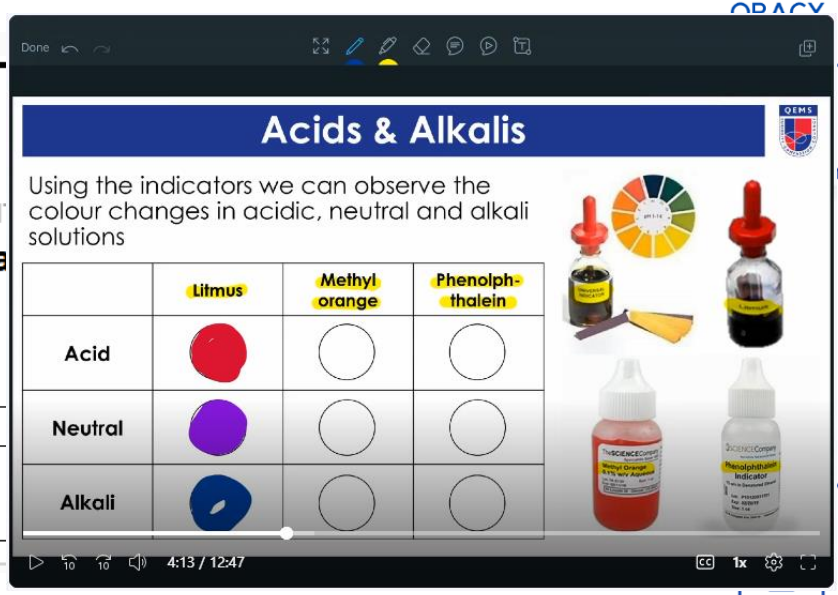
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question						
Big picture questions:	**Dynamic Development**		**Sustaining Ecosystems**	**Urban Futures**	**Distinctive Landscapes**	
Content (Key questions Linked to TCs):	-To understand what is development and how it is measured (TC 4) -What has led to uneven development (TC 1 &3) -To understand how a LIDC (DRC) has developed so far (TC 2) -To understand the global connections influence its development (TC 5) -To understand what development strategies is most appropriate for the DRC (TC 1 & 9)		To understand what ecosystems are, there characteristics & location (TC 2 & 3) -To understand what biodiversity exists in the tropical rainforest (TC 4) -To understand why TRF's are being exploited and how we can manage this sustainably (TC 7) -To understand what it is like in the Artic and Antarctica (TC 1) -To understand the human impact on the polar regions (TC 6) -To understand how we can sustainably manage the polar environments (TC 6 & 7)	-To understand how the global pattern of urbanisation changing (TC 3) -To understand how rapid urbanisation affects cities in LIDC's and AC's (TC 1 & 3) -To understand what life is like for people in AC and LIDC cities (TC 6) -To understand the challenges of life in these cities (TC 6) -To understand how cities can become more sustainable (TC 6 & 7)	-To understand what a landscape is (TC 1) -Where are the physical landscapes of the UK? (TC 3) -To understand the physical processes that shape our landscapes (TC 4) -To understand the characteristics and landforms of the River and Coasts (TC 2) -To understand how human activity, including management, works in combination with geomorphic processes (TC 9)	

Inclusion curriculum

Fully mapped and resourced version of our classroom curriculum available at all times by all students via MS Teams







Looking after Wellbeing

- Balance: study, rest, hobbies, and family time.
- Support available: tutors, pastoral team, wellbeing staff.
- Encourage healthy routines (sleep, diet, exercise.)

Key Staff:

Mr Price - Head of Year 11
Mr Perkins – Head of Year 10
Mr Jenkinson - Student Support for Year 11
Mrs Jones – Student Support for Year 10
Mrs Wright- Deputy DSL
Mrs Fallows- School Counsellor
Year 10/11 Form tutors

Looking Ahead

- This year is challenging but full of opportunity.
- We're here to support every student to succeed.
- Together, we can help Year 11 achieve their best.

Homework

Homework Strategy KS3 and 4

Key Stage 3

- Core subjects: 30 minutes per week
- Other subjects: 30 mins per fortnight

In addition to this, KS3 students are expected to read for a minimum of one hour per week. This will be monitored using the Accelerated Reader programme and during English lessons.

Key Stage 4

- Core subjects: 60 minutes per week
- Option subjects: 60 mins per fortnight

Where possible, 7 days will be allocated for the completion of homework, but for shorter tasks, a minimum of 3 days may be given.

Teachers will record all homework on BromCom

Students who are unable to work at home may attend the LRC after school between 3.15 and 4.15

To encourage and celebrate the completion of homework, students will receive rewards through BromCom

Seneca Premium Subscription

Current Package

- Retrieval tasks
- Courses for most subjects but not all
- Adapts to needs of student
- Provides immediate feedback
- High student engagement
- Easy for teacher to monitor
- Provides reports to parents

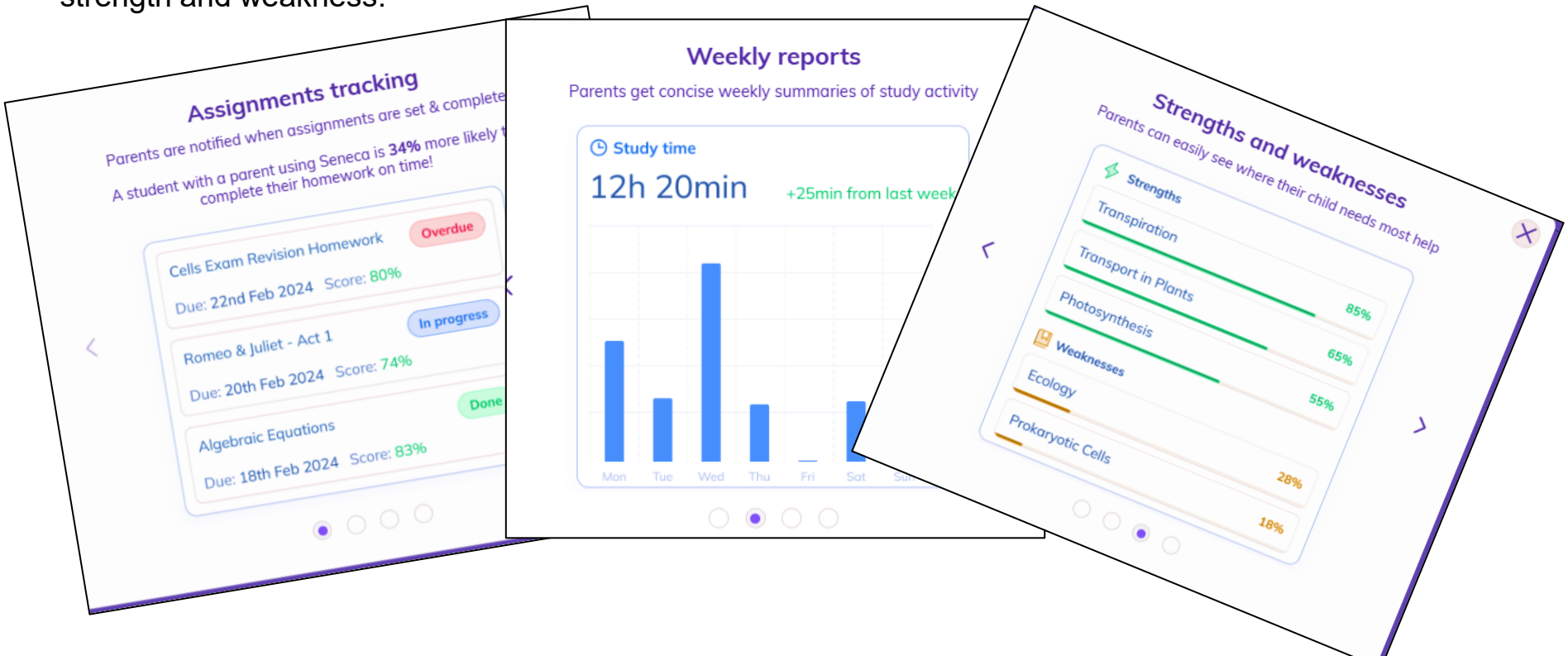
Premium Package

- Booster courses – core skills
- Stretch courses - 7-9
- Flashcards
- Predicted exam papers
- Hyper Learning – core skills for students who are difficult to engage
- **AI marked exam units**
- **Magic quizzes**
- **Data reports**

- All homework to be set on Seneca (Maths - Sparx, MFL – Exampro)
- Additional homework may be set by class teachers but will be recorded on Bromcom

Seneca Parent View

You will have received an invite from Seneca to allow you access to view the homework set and how well your child is doing. You are able to view the work set, how long is being spent on the work and areas of strength and weakness.



Vocational

What Are BTEC Tech Awards?

- Vocational qualifications for students aged 14–16.
- Equivalent to one GCSE.
- Designed to give real-world knowledge and practical skills.
- Offered in subjects:

Creative Media Production >

Digital Information Technology >

Enterprise >

Health & Social Care >

Sport* >

CRITICAL THINKING

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How Are BTEC Tech Awards Structured?

- Each BTEC Tech Award includes **three components**:
- **Component 1: Exploring the Sector**
  - Internally assessed
  - Worth 30%
- **Component 2: Developing Skills**
  - Internally assessed
  - Worth 30%
- **Component 3: Applying Learning (External Exam)**
  - Externally assessed
  - Worth 40%

How Do Resits Work?

- All resits for internal and external assessments take place in the next window.
- For example – Component 1 is completed in Y10. A resit would take place in Y11, using a new brief.
- Component 3 takes place January series, results available in March. Resit would take place in summer series.
- Grading for Component 3 is based on ‘finishing’ marks not ‘best’ marks.

Vocational Courses

Vocational Qualifications – New Specifications

- Sport/Health & Social/Business Enterprise/Creative Media/IT

Component	Overall contribution to grade (UMS)	Type of assessment	Rules
1 (Y10)	30% (90)	Coursework	You can resubmit
2 (Y10)	30% (90)	Coursework	You can resubmit
3 (Y11)	40% (120)	Exam	Must be the last thing that you do

- If students complete all components to the expected level, first time around, they will be complete in March of Y11
- If they underperform on any of the components they will have to resubmit, which will take them to the end of Y11

Raw Marks/UMS Marks

- Raw marks for all of your 'Components' are out of 60
- The exam board then convert your Raw marks to what we call UMS (Uniform Mark Scale) to ensure all qualifications are at the same level
- For Component 1 and Component 2 your UMS is out of 90 (30%)
- For Component 3 your UMS is out of 120 (40%)

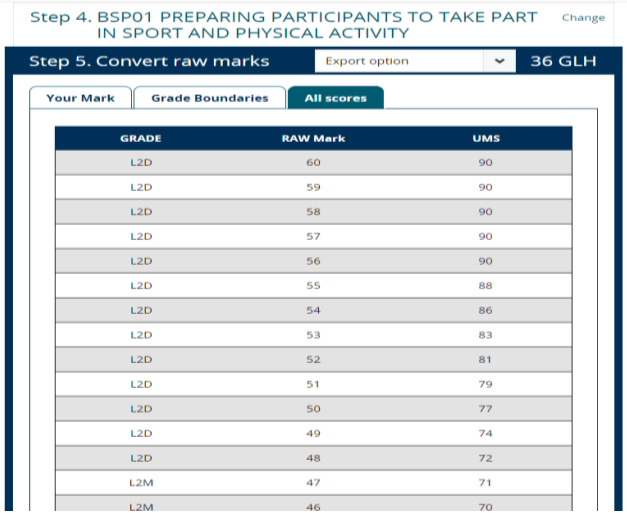
Example

Step 4. BSP01 PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY Change

Step 5. Convert raw marks | Export option | 36 GLH

Your Mark | Grade Boundaries | All scores

GRADE	RAW Mark	UMS
Max Mark	60	90
L2D	48	72
L2M	40	63
L2P	32	54
L1D	26	45
L1M	20	36
L1P	15	27
U	0	0



Final grade

Grade/GCSE Equivalent	UMS/300
L2D*/8.5	270
L2D/7	240
L2M/5.5	210
L2P/4	180
L1D/3	150
L1M/2	120
L1P/1	90

Examples:
161 UMS – L1D (Grade 3)
269 UMS – L2D (Grade 7) – 1 mark of a L2D*
89 UMS – U (Ungraded)

Examples

Student/Target	Comp 1 UMS /90	Comp 2 UMS /90	Comp 3 UMS /120	Overall UMS	Overall Grade/Plan
A – L2P	33	61	78	172	L1D – 8 marks off a L2P - Needs to improve Comp 1
B – L2D	88	85	113	286	L2D* - Completed
C – L2P	65	34	89	188	L2P – 22 UMS away from L2M – So will be a teacher decision

Controlling the controllable!

The following subjects have NEA:

- Art
- IT
- Sport
- Media
- Product Design
- Food
- Enterprise
- Film
- Health
- Hospitality
- Music
- Performing Arts

All NEA should be at least one grade above target grade in order to give the students the best chance of ‘success’

Tiers of entry

- Maths, Science, French, Spanish

- Foundation vs Higher

- Foundation - Grades 1 – 5 (capped)
- Higher – Grades 4 – 9

Questions

6th Form

08th September 2025

Tamworth Sixth Form

Record results.

Record numbers.

Growing reputation in the community.

Tamworth Sixth Form

A Level	2019	2024
A*-B	23.6%	37%
A*- C	52.5%	76%
A*- E	91%	99%

Vocational	2019	2024
Av Grade	Merit +	Dist -

Best ever results for sixth formers as no GCSE exams is no problem for the youngsters

SIXTH Formers from Landau Forte Academy Tamworth Sixth Form are celebrating some fantastic achievements after receiving their A-Level and vocational qualification results.

Some phenomenal results from students include: Kate Moore – University of Manchester to study Politics – A, A, A, Brodie Fischer – University of Sheffield to study Biomedical Science – A*B, Natasha Meade – University of Liverpool to study Sociology – A*, A, B, Ella-Mai Storer – University of Leeds to study Philosophy and Politics – Distinction, B, B and Zoe Alldridge – University of Hull to study Geography, with a year abroad – B, B, C.

This year's results are even more impressive, given these students did not have the chance to sit exams for their GCSEs. To support them and help prepare them for their exams, staff at Landau Forte Academy Tamworth Sixth Form, which is part of the Landau Forte Charitable Trust, laid on additional support including wellbeing sessions, examination preparation sessions, masterclasses, and individual interventions for all students.

Principal Katie Adams said: "We are absolutely delighted with the achievements of our students. We have achieved our best ever results and our highest number of A*-B grades. These grades reflect the students' hard work and dedication and the support provided by all of the staff.

"Our students have secured places in some top ranked universities with many others securing apprenticeships and employment with training."

Sarah Findlay-Cobb, CEO of Landau Forte Charitable Trust, added: "Congratulations to everyone at Landau Forte Academy Tamworth Sixth Form on some absolutely wonderful results. These students have worked so hard to achieve these grades and I am delighted to see how successful they have been. It has been fabulous to see so many young people celebrating their achievements and I am so proud of them all."

Taylor Brazier and Francis Truman.

Feng Cheng

School 'delight

COLESHILL School was "delighted" t celebrate the achievements of year 1 students collecting their A Level, Le 3 BTEC and Cambridge Technical qualifications.

Students achieved their grades through hard work, perseverance an demonstrating the attributes of the 'Coleshill Learner'.

The school says: "Cultivating and developing these personal qualities h

Highest results ever

Vocational results average grade Distinction -

All students who wanted to go to university – did!

Tamworth Sixth Form

Can I get into Sixth Form?

The answer is more-often-than-not a ***YES!***

We offer a wide and diverse range of academic and vocational subjects

Our entry requirements are driven from students' Average Point Score (APS) from their GCSES

Next Steps

A level Subjects	APS	Ma	En	Spec
Art	4.3		4	5
Biology	5.7	6	5	7
Business studies	4.9	5	5	
Chemistry	5.9	6	5	7
Computer science	5.6	5	5	6
Drama	4.3		4	
English Language	5.0		6	
English Literature	5.0		5	6
French/Spanish	4.5		5	7
Geography	4.5	4	5	5

A level Subjects	APS	Ma	En	Spec
History	4.5		5	5
Mathematics	5.8	7	4	
Music	4.3		5	
Philosophy & Ethics	4.5		5	
Photography	4.3		4	5
Physics	5.9	7	5	7
Politics	4.5		5	
Product design	4.5	5	5	
Psychology	4.6	5	5	5
Sociology	4.5		5	

Other subjects	APS	Ma	En	Spec
BTEC Applied Business	4.2	4	4	
BTEC Creative Media	4.2		4	
BTEC Law	4.2		5	
BTEC Performing arts (dance)	4.2		4	
BTEC Sport Dip	4.2		4	
BTEC Sport Ext cert	4.2		4	
BTEC Travel & Tourism	4.2		4	
AAQ Applied Science	4.7	5	4	5
AAQ ICT	4.3	4	4	
AAQ Health & Social care	4.3		4	4
AAQ Child Development	4.3		4	
Criminology	4.2		4	

Personal Development Programme

Tamworth Sixth Form Four Key Themes

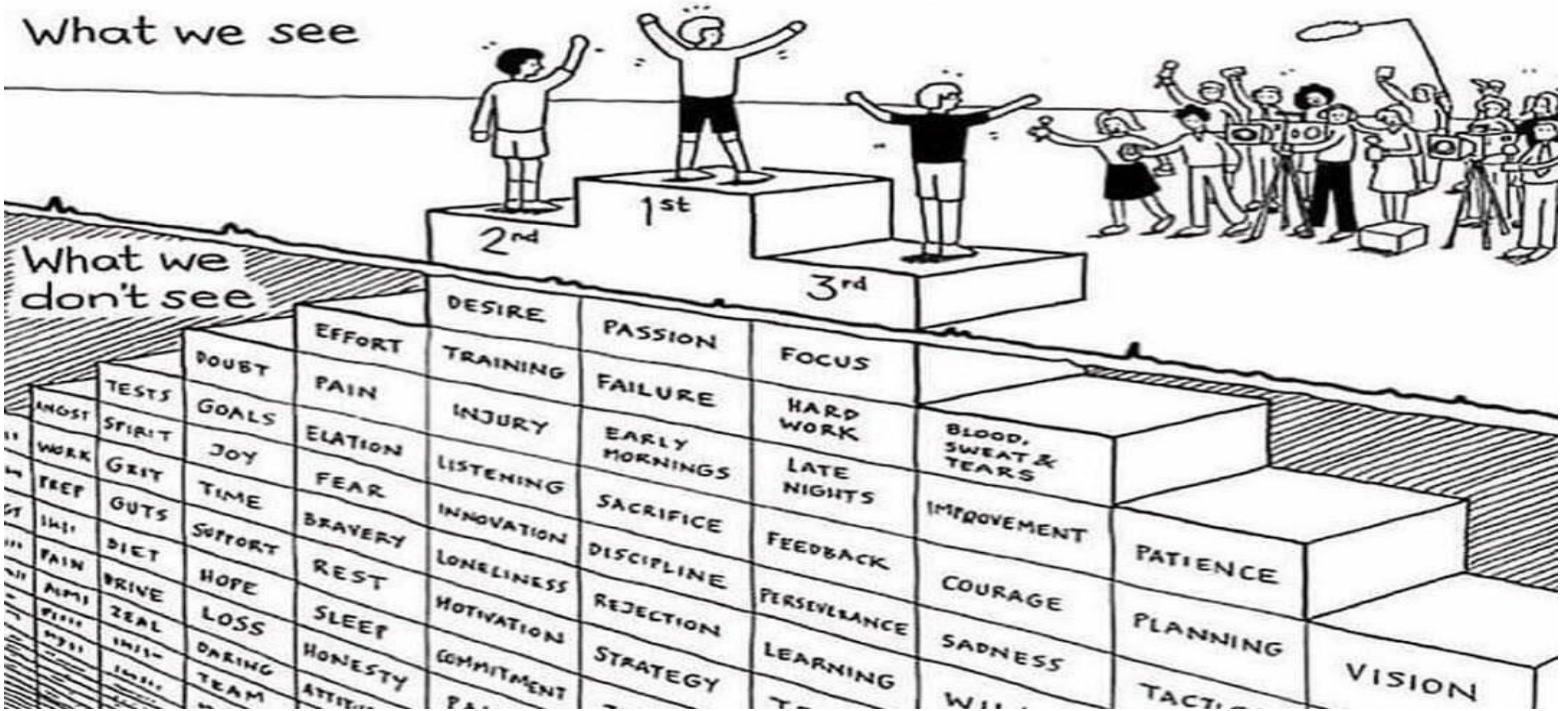
Academic Excellence *Exceed all expectations*	**Employability Gains** *Success after Sixth Form*	**Personal Development** *The best that you can be*	**Mindful Consideration** *Support the community*
Academic Coaching	Post-18 Options (UCAS & Apprenticeships)	Aspirations	Mental Wellbeing
Beyond the spec (MOOCs & EPQ)	Curriculum Vitae & Applications	Self-Reflection & Improvement	Physical Wellbeing
University Outreach	Work-based training (Work experience)	Level 1 Safeguarding Training	Supporting Others
Effective Study Skills	Communication Skills (Interview Techniques and Letter & Email Etiquette)	Risks for Young People	Community Spirit

Tamworth Sixth Form

Thursday 19th November

Sixth Form Open Evening

Summary


What we see
What we don't see
2nd
1st
3rd
DESIRE
PASSION
FOCUS
EFFORT
TRAINING
FAILURE
HARD WORK
DOUBT
PAIN
INJURY
EARLY MORNINGS
BLOOD, SWEAT & TEARS
TESTS
GOALS
ELATION
LISTENING
LATE NIGHTS
IMPROVEMENT
SPIRIT
JOY
FEAR
INNOVATION
SACRIFICE
PATIENCE
GRIT
TIME
BRAVERY
LONELINESS
DISCIPLINE
FEEDBACK
COURAGE
GUTS
SUPPORT
REST
MOTIVATION
REJECTION
PERSEVERANCE
PLANNING
DIET
HOPE
SLEEP
COMMITMENT
STRATEGY
LEARNING
SADNESS
DRIVE
LOSS
HONESTY
VISION
ZEAL
DARING
TEAM
WORK
GRIT
GUTS
DIET
DRIVE
ZEAL
TEAM

Thank You

Questions?

Thank You

Thank you for your attendance this evening

It will be a challenging period for parents as well as students, so please contact us if you need any further information or guidance