Year 10 GCSE Parent/Carer information evening
October 7th 2015
Careers & Work Experience
“New graduates who've not had any work experience at all during their time at university, college or school have little hope of landing a well-paid job with a leading employer”

Financial Times 2011
Why work experience matters

Work experience is the ideal learning opportunity for young people, and it can often kick-start a career. The key is to show enthusiasm, the experts say.

In the door: two-thirds of employers are more likely to hire a young person with work experience over someone with none.
Work Experience dates for Year 10

4\textsuperscript{th} – 8\textsuperscript{th} July 2016
Responsibility...

• It is the responsibility of parents and students to look for a placement.

• It is the schools responsibility to check that placements comply with the current legal framework and confirm the placement with the employer.

• It is our joint responsibility to get the paperwork together.
Where can students (and parents) get support?

- School email – all the documents have been sent out to all students.
- *Cloud 9 in the Work Related Learning section on the school tab.*
- Tuesday and Thursday in the Achievement Hub until 5pm
- “quick questions”, handing in information – breakfast or lunchtime.
- Wednesday 7th October – Curriculum Evening...
<table>
<thead>
<tr>
<th>Birmingham City Council</th>
<th>Cake Decorating</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army Training Camp (Stoke)</td>
<td>Wedding Dress Designers</td>
<td>Veterinary surgery</td>
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<tr>
<td>Laboratories</td>
<td>Animal Sanctuaries</td>
<td>Art Galleries</td>
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<tr>
<td>Civil engineers</td>
<td>Hospitals</td>
<td>Solicitors</td>
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<tr>
<td>Accountancy Firms</td>
<td>Doctors Surgeries</td>
<td>Architects</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Garden Centres</td>
<td>Supermarkets</td>
</tr>
</tbody>
</table>
# Open Days 2015-2016

(Always check the college/school website for the latest information)

<table>
<thead>
<tr>
<th>College &amp; Form</th>
<th>Campus/other</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birmingham Metropolitan College</td>
<td>All (James Cheadle, James Wix &amp; Matthew Bevan)</td>
<td>Wednesday 7th October 2015</td>
<td>9:30am - 3:30pm (last entry at 2.30pm)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesday 8th December 2015</td>
<td>5:00pm - 8:00pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday 16th January 2016</td>
<td>10:00am-1:00pm</td>
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<tr>
<td></td>
<td></td>
<td>Thursday 21st April 2016</td>
<td>2:00pm - 5:00pm</td>
</tr>
<tr>
<td>Solihull FE College</td>
<td>Blossomfield Woodlands</td>
<td>Saturday 25th November 2015</td>
<td>10:00am-2:00pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wed 22nd December 2015</td>
<td>6:00pm-8:00pm</td>
</tr>
<tr>
<td>Solihull 6th Form College</td>
<td></td>
<td>At all events, students must be accompanied by a parent or other adult. Pre-registration is open on the website 4 weeks before the date. Book via website.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Open Day</td>
<td>Saturday 10th October 2015</td>
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<tr>
<td></td>
<td></td>
<td>Open Evening</td>
<td>Thursday 12th November 2015</td>
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<tr>
<td></td>
<td></td>
<td>Information Evening</td>
<td>Thursday 3rd March 2016</td>
</tr>
<tr>
<td>South and City College</td>
<td></td>
<td>All sites</td>
<td>Wednesday 7th October 2015</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Wednesday 28th October 2015</td>
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<td></td>
<td></td>
<td></td>
<td>Wednesday 12th November 2015</td>
</tr>
<tr>
<td>Cadbury 6th Form College</td>
<td></td>
<td>Saturday 17th October 2015</td>
<td>10am-4pm</td>
</tr>
<tr>
<td>Worcestershire College</td>
<td></td>
<td>Saturday 17th October 2015</td>
<td>10:00am-1:00pm</td>
</tr>
</tbody>
</table>

### Additional Information

- **Aston University Engineering Academy**: Register on website to attend. Wed 15th November 2015. 5:00pm-7:30pm
- **Stratford upon Avon College**: Tuesday 22nd November 2015. 5:30pm-8:00pm
- **Worcestershire College**: Trident Centre, Leamington Spa. Tuesday 29th November 2015. 5:30pm-8:00pm
- **Walsall College**: Saturday 17th October 2015. 10:00am-2:00pm
- **Sandwell College**: To be confirmed. 4:00pm-8:30pm
- **King Edward VI Five Ways**: Wednesday 4th November 2015. 8:00pm-9:30pm
- **King Edward VI Handsworth Girls**: To be confirmed. Check website.
- **King Edward VI Camp Hill Boys**: Thursday 5th November 2015. 5:30pm start.
- **King Edward VI Camp Hill Girls**: Thursday 12th November 2015. 7:00pm-9:00pm.
- **King Edwards Aston boys**: Monday 19th October 2015. 5:30pm.
- **Sutton Coldfield Grammar School for Girls**: Tuesday 10th November 2015. Time to be confirmed.
- **Bishop Vesey’s Grammar School**: Tuesday 12th November 2015. 4:00pm-7:00pm. Head’s presentation: 5:15pm & 6:00pm
- **University of Birmingham School**: Access to Music. Wednesday 23rd September 2015. 8:00pm-8:30pm
How to support your child’s academic progress over the next two years.
How to support your child’s academic progress over the next two years.

• You will receive all subject teachers email on their academic report

• Year 10 Achievement Leader

• Laura Kendrick
  laura.kendrick@ninetiles.org.uk

• Ensure you know how you will receive progress updates and support available to promote pupils progress
When will you receive progress updates?
When will students be sitting exams?

YEAR 10 CALENDAR 2015/2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>AUTUMN TERM 2015</td>
</tr>
<tr>
<td>Week 2</td>
<td>28.09.15</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>05.10.15</td>
<td>Parent GCSE meeting</td>
</tr>
<tr>
<td>Week 2</td>
<td>12.10.15</td>
<td>15th Oct - Futures Evening at Ninestiles</td>
</tr>
<tr>
<td>Week 1</td>
<td>19.10.15</td>
<td>Current Progress indicator 1. Monday 19th Oct Awards Evening</td>
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<tr>
<td></td>
<td></td>
<td>Half term</td>
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<tr>
<td>Week 2</td>
<td>02.11.15</td>
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<tr>
<td>Week 1</td>
<td>09.11.15</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>16.11.15</td>
<td></td>
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<tr>
<td>Week 1</td>
<td>23.11.15</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>30.11.15</td>
<td>Completion of CV and letter of application for work experience</td>
</tr>
<tr>
<td>Week 1</td>
<td>07.12.15</td>
<td>Cumulative Testing - Examination period</td>
</tr>
<tr>
<td>Week 2</td>
<td>14.12.15</td>
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<tr>
<td></td>
<td></td>
<td>Christmas holidays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPRING TERM 2016</td>
</tr>
<tr>
<td>Week 1</td>
<td>04.01.16</td>
<td>Current Progress indicator 2</td>
</tr>
<tr>
<td>Week 2</td>
<td>11.01.16</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>18.01.16</td>
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<td>Week 2</td>
<td>25.01.16</td>
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<tr>
<td>Week 1</td>
<td>01.02.16</td>
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<tr>
<td>Week 2</td>
<td>08.02.16</td>
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<td></td>
<td></td>
<td>Half term</td>
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<tr>
<td>Week 1</td>
<td>22.02.16</td>
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<tr>
<td>Week 2</td>
<td>29.02.16</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>07.03.16</td>
<td></td>
</tr>
</tbody>
</table>
Announcements & Messages

Volunteers from Year 10 and Year 11 (4 students) to work on a project with Aston University and a local company to design and set up an interactive website. Please email me the names of the students interested from your tutor groups.
Choose the topic where extra support / homework of challenge is needed

01. Are you feeling nervous?
02. Hormones In Harmony?
03. Is your body doing a balancing act?
04. Does diet and exercise keep us healthy?
05. Body mass
06. What are the effects of drugs, solvents, alcohol and smoking?
07. Why aren't we ill more often?
08. What is all the fuss about MRSA?
The importance of ensuring pupils make minimum expected progress.
WELCOME TO THE ACHIEVEMENT HUB

Open every Monday, Tuesday and Thursday

Open until 5pm
• Subject specific resources.
• Staff available to guide and support
Science
<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE Science</td>
</tr>
<tr>
<td>GCSE Additional Science</td>
</tr>
<tr>
<td>GCSE Biology</td>
</tr>
<tr>
<td>GCSE Chemistry</td>
</tr>
<tr>
<td>GCSE Physics</td>
</tr>
</tbody>
</table>
Which GCSE?

GCSE Science
Ms Bosier & Mr Burden
Ms Holmes & Ms Nizamee

Additional Science
Dr McAuley & Ms Shafaq
Ms Shaw & Mr Whitaker
Ms Byrne & Ms Ndlovu
Ms Middleton & Ms Rock
YEAR 10

GCSE Science – B1, C1, P1
Ms Bosier & Mr Burden
Ms Holmes & Ms Nizamee

Additional Science – B2, C2, P2
Dr McAuley & Ms Shafaq
Ms Shaw & Mr Whitaker
Ms Byrne & Ms Ndlovu
Ms Middleton & Ms Rock
YEAR 11

**CORE groups**
revision of B1, C1 & P1
(3 exams and a piece of coursework)
this will result in GCSE Science

**ADDITIONAL groups**
revision of B1, C1, P1, B2, C2 & P2
(6 exams and 2 pieces of coursework)
this will result in GCSE Science and GCSE Additional Science

**TRIPLE groups**
B3, C3 & P3 & revision of B1, C1, P1, B2, C2 & P2
(9 exams and 3 pieces of coursework)
this will result in GCSE Biology, GCSE Chemistry and GCSE Physics
<table>
<thead>
<tr>
<th></th>
<th>B1</th>
<th>C1</th>
<th>P1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>C2</td>
<td>P2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td>C3</td>
<td>P3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Courses**

- **Reactivity Coursework**
- **GCSE Science**
- **Fatigue Coursework**
- **GCSE Additional Science**
- **Fatigue Coursework**
- **Neutralisation Coursework**
- **Time Period Coursework**
- **GCSE Biology**
- **GCSE Chemistry**
- **GCSE Physics**
GCSE SCIENCE

3 EXAMS & COURSEWORK

B1, C1, P1 and REACTIVITY
GCSE ADDITIONAL SCIENCE

3 EXAMS & COURSEWORK

B2, C2, P2 and FATIGUE
GCSE BIOLOGY

3 EXAMS & COURSEWORK

B1, B2, B3 and FATIGUE
GCSE CHEMISTRY

3 EXAMS & COURSEWORK

C1, C2, C3 and NEUTRALISATION
GCSE PHYSICS

3 EXAMS & COURSEWORK

P1, P2, P3 and TIME PERIOD
New style GCSE
New ‘numeric’ GCSE

• The first of the new style GCSE examinations will take place in summer 2017
• Your child will take English and Maths GCSE exams which result in a grade of 1-9
• All other GCSE exams will still result in A*-G
<table>
<thead>
<tr>
<th>New GCSE Grading Structure</th>
<th>Current GCSE Grading Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A*</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>B/C</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>E</td>
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<td>1</td>
<td>F</td>
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<td>U</td>
<td>G</td>
</tr>
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<td>U</td>
<td>U</td>
</tr>
</tbody>
</table>
New GCSE Grading Structure

Reformed GCSEs will be introduced gradually over three years from September 2015. They will be graded from 9 to 1, instead of A* to G.

Students awarded GCSEs in 2017 and 2018 will therefore receive a mixture of 9 to 1 and A* to G grades.

Students will not lose out as a result of the changes. We will use a statistical method (known as comparable outcomes) so that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above;
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above;
- the bottom of grade 1 will be aligned with the bottom of grade G;
- a grade 5 will be awarded to the top third of students gaining the equivalent of a grade C or bottom third of a grade B.

In addition, the top 20 per cent of those who get a grade 7 or above in each exam will be awarded a grade 9.
Mathematics
The new maths GCSE specification

<table>
<thead>
<tr>
<th>Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The assessments will cover the following content headings:</td>
</tr>
<tr>
<td>1  Number</td>
</tr>
<tr>
<td>2  Algebra</td>
</tr>
<tr>
<td>3  Ratio, proportion and rates of change</td>
</tr>
<tr>
<td>4  Geometry and measures</td>
</tr>
<tr>
<td>5  Probability</td>
</tr>
<tr>
<td>6  Statistics</td>
</tr>
<tr>
<td>• Two tiers are available: Foundation and Higher (content is defined for each tier).</td>
</tr>
<tr>
<td>• Each student is permitted to take assessments in either the Foundation tier or Higher tier.</td>
</tr>
<tr>
<td>• The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.</td>
</tr>
<tr>
<td>• All three papers must be at the same tier of entry and must be completed in the same assessment series.</td>
</tr>
<tr>
<td>• Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.</td>
</tr>
<tr>
<td>• Each paper is 1 hour and 30 minutes long.</td>
</tr>
<tr>
<td>• Each paper has 80 marks.</td>
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<tr>
<td>Tier</td>
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<tr>
<td>Foundation</td>
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</table>
OLD v NEW

OLD
• Grades A* - G
• 2 x 1 hour 45 exams
• Each paper 100 marks
• Foundation and higher tiers
• Foundation G - C
• Higher A* - D
• Number, algebra, geometry and data handling

New
• Grades 1-9
• 3 x 1 hour 30 exams
• Each paper 80 marks
• Foundation and higher tiers
• Foundation 1-5
• Higher 4-9
• 30% more content
• Number, algebra, geometry, data handling and ratio/rates of change
Support resources

Mathematics
- Launch Lessons
- Elective Lessons
- Year Group
- Teacher Lesson Plans
- Intervention Timetable
- Year 11
- File Share
- Maths Watch
- Revision Zone

MATHEMATICS

"It is MAGIC until you understand it, and it is MATHEMATICS thereafter..."

"You don't have to be a mathematician to have a feel for numbers" - John Forbes Nash
Support resources
English
English Language and Literature

• These are new GCSEs.
• There is no longer a coursework element.
• It is a linear GCSE. Students will sit four examinations at the end of Year 11 – two in Literature and two in Language.
English Language

Untiered
Two exam papers
Spoken language assessment- unexamined

No coursework
No texts to prepare – all unseen
The qualification that colleges
English Language: two exams

Both are 1 hour 45 mins
They are both worth 50% of GCSE
Section A: Reading (40 marks)
Section B: Writing (40 marks including 24 marks for content and 16 marks for technical
What they have to do

This extract is from the opening of a novel by Daphne du Maurier. Although written in 1936 it is set in the past. In this section a coach and horses, with its passengers, is making its way through Cornwall to Jamaica Inn.

Jamaica Inn

It was a cold grey day in late November. The weather had changed overnight, when a backing wind brought a granite sky and a mizzling rain with it, and although it was now only a little after two o'clock in the afternoon the pallor of a winter evening seemed to have closed upon the hills, cloaking them in mist. It would be dark by four. The air was clammy cold, and for all the tightly closed windows it penetrated the interior of the coach. The leather seats felt damp to the hands, and there must have been a small crack in the roof, because now and again little drips of rain fell softly through, smudging the leather and leaving a dark-blue stain like a spodge of ink.

The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man.
Could you do your child's homework?
The Observer, Sunday 15 December 2013

Children appear increasingly weighed down by homework. But how tough can it be? Jay Rayner attempts his son Eddie's maths assignment.

A typical father son scenario

I am staring at a finely printed sheet of paper and trying not to let the bad feelings seep in. This sheet is all my childhood Sunday-night feelings of dread come at once. It is humiliation and "could do better" and "pay attention now".

I only have myself to blame. A few months ago over dinner Eddie announced that, in English, they were experimenting with food writing. "I have to come up with metaphors. Give me a metaphor about this pizza," he said. "I don't think I should do your homework for you," I said. He raised his eyebrows. "You can't think of one, can you?" This is what happens if you feed and educate your children. They grow up, become clever and
Source B consists of two letters:

The first letter is from a young boy called Henry writing to his father. Henry is living far away from home at a boarding school. A boarding school is a school where you go to live as well as study and was a very popular way of educating boys, especially from wealthier families, in the 1800s.

Cotherstone Academy Aug. 7. 1822

Dear Father

Our Master has arrived at Cotherstone, but I was sorry to learn he had no Letter for me nor anything else, which made me very unhappy. If you recollect, I promised that I would write you a sly Letter, which I assure you I have not forgot, and now an opportunity has come at last. I hope, my dear Father, you will not let Mr. Smith know anything about it for he would flog me if he knew it. I hope, my dear Father, you will write me a Letter as soon as you receive this, but pray don’t mention anything about this in yours; only put a X at the bottom, or write to my good Friend Mr. Halmer, who is very kind to me and he will give it to me when I go to Church. He lives opposite and I assure you, my dear Father, they are the kindest Friends I have in Yorkshire and I know he will not show it to Mr. Smith for the Letters I write you are all examined before they leave the School. I am obliged to write what Mr. Smith tells us and the letters you send me are all examined by Mr. Smith before I see them, so I hope, my dear Father, you will mention nothing of this when you write.
What they have to do

You are going to enter a creative writing competition.

Your entry will be judged by a panel of young people of your own age.

Either:

Write a description suggested by this picture:

Or:

Write the opening part of a story about a place that is severely affected by the weather.

(24 marks for content and organisation
16 marks for technical accuracy)
English Literature: 2 exams

– Paper 1: Shakespeare and the 19th century novel
– Paper 2: Modern texts and poetry

Both papers are closed book exams; students are not allowed to have the texts with them during the exam.
Macbeth

Read the following extract from Act 1 Scene 5 of Macbeth and then answer the question that follows.

At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

```
The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe topfull
Of direst cruelty; make thick my blood,
Stop up th'access and passage to remorse
That no compunctious visitings of nature
Shake my fell purpose nor keep peace between
Th'effect and it. Come to my woman's breasts,
And take my milk for gall, you murd'ring ministers,
Wherever in your sightless substances
You wait on nature's mischief. Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'
```

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

[30 marks]
AO4 [4 marks]
Paper 2: Modern texts and poetry

Example exam question

EITHER

0 1

How and why does Sheila change in *An Inspector Calls*?

Write about:

- how Sheila responds to her family and to the Inspector
- how Priestley presents Sheila by the ways he writes.

[30 marks]
AO4 [4 marks]

OR

Question 2

0 2

How does Priestley explore responsibility in *An Inspector Calls*?

Write about:

- the ideas about responsibility in *An Inspector Calls*
- how Priestley presents these ideas by the ways he writes.

[30 marks]
AO4 [4 marks]
English

“To be, or not to be, that is the question.” - William Shakespeare

Each year group has its own page, which outlines the topics covered during the year, and the skills it will teach. Year 11 are studying English Language with CIE. Please see the website if you wish to access the specification or past exam papers. [http://cie.org.uk/programmes-and-qualifications/cambridge-igcse-english-first-language-uk-0522/](http://cie.org.uk/programmes-and-qualifications/cambridge-igcse-english-first-language-uk-0522/)

Year 10 and below are studying the new specifications produced by AQA. Details of those can be found here: [http://www.aqa.org.uk/subjects/english/gcse](http://www.aqa.org.uk/subjects/english/gcse)

- Grammar games from BBC
- Online dictionary
- BBC Bitesize English Language
- BBC Bitesize English Literature
Year 10 2015 onwards

Reading recommendation of the month...

I read this over the holidays and really loved it. It’s about what would happen if there was something paranormal happening in the town you lived in. However, instead of the usual story about teenagers fighting the invasion, the...
AQA English Language and Literature are taught concurrently over the two years. Pupils will take two exams in each subject. All exams will be completed at the end of year 11. All Literature exams are closed book, which means that they are not allowed to have the book in front of them.

Specifications and example papers can be found here for English Literature: http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702 and here for English Language: http://www.aqa.org.uk/subjects/english/gcse/english-language-8700

Topics in green are part of the English Literature course; topics in blue are part of the English Language course. Each course is a separate GCSE, but colleges and jobs often ask for an English Language qualification specifically.

**Topic 1: An Inspector Calls**

**English Literature:** We will read the play, analyse the characters and themes, and discuss the ideas in the text. We will watch modern interpretations of this classic play.
Study Guides

- Study guides can be very useful to support and consolidate lessons.
- We will have study guides available for students to buy as the texts are taught.

Remember that they should be for exams from 2017.
What they can do at home

• Learning quotations – not too many!
• Read fiction
• Read and discuss news topics and articles
• Write stories
• Use links on Cloudnine to access other revision sites
...and finally
Year 10 GCSE Parents Information Evening - 7/10/15

We are always looking to improve our service and your responses to questionnaires at our major school events play an important part of this.

Please ring each of the questions below with one score.
1 - strongly disagree
2 - disagree
3 - agree
4 - strongly agree

I feel that I have received valuable information from the school about my child's course.

1 2 3 4

I would recommend a year 10 parent next year attending this event.

1 2 3 4

Is there any other information that you would have liked to have received this evening?

Any other additional comments - please continue overleaf if required.

Many thanks for completing this form.

Jason Bridges
Vice Principal

FUTURES CAREERS PROGRESSION EVENING

VENUE: NINESTILES SCHOOL
15TH OCTOBER 2015
TIME: 5PM TO 7PM

EXHIBITORS INCLUDE:
Local Universities, Oxford University, Solihull Sixth Form, Joseph Chamberlain, Cadbury College, Birmingham Metropolitan, Solihull College, Cartilson, Armed Forces, Training and Apprentice Providers, South and City College, Royal Bank of Scotland

NINESTILES SCHOOL AN ACADEMY
Would you be interested in taking part in occasional parent focus group sessions over the coming year where we can seek parental feedback on a range of school issues?

See Mr Kilbride or tim.kilbride@ninestiles.org.uk