



The Funding Cliff Edge

Almost every head will be concerned about the way funding changes are disproportionately hitting grammar schools. Many face a considerable crisis when MFG ceases.

There is no evidence of an anti-grammar school stance, but the piecemeal nature of decisions, and the dominance of F.E and vocational groups in some forum mean that the needs of 11-18 schools are not fully considered. The situation is compounded as far as funding for post 16 academic courses is concerned. Many providers benefit from a funding model based on 540 glh, for the number of qualification hours for some students may be below this figure. In contrast, almost all students in grammar schools do a minimum of 600 hours a year and some do significantly more. Grammar schools cannot therefore flex funding from lower volume students to support the additional hours.

The move from funding programmes to funding individual students highlights the problem that we do not have a coherent definition of what constitutes a national academic programme for able students. A levels are used for a very wide range of students, and in the absence of a coherent definition, abler students (and this covers all in grammar schools) are left relatively underfunded. If we had a national BACC based on 'A' levels there would have been a strong case for arguing that it should be weighted higher than 540 glh. The case for I.B funding is self evident.

A GSHA working party on funding has analysed evidence from a sample of Local Authorities to demonstrate to ministers the relative scale of loss experienced by grammar schools. We have also submitted case studies based on specific schools to illustrate the impact on provision and the likely consequence for standards. It is too soon to know the outcome but there are signs that ministers are beginning to recognise the problem.

It would be good to have a thorough review of funding, but there is also case for arguing that in the interim protection should remain for those schools that suffer disproportionate loss. Almost all grammar schools fall into this category

It is always useful to have the fullest evidence possible to present to ministers, and hence the request to schools to provide information about the percentage change in funding that schools face post MFG/Transition compared with 2010/11.



Meeting with Laws Conference	2-3
Snippets	3
Examination Assessment	4-5
Reinstalling the ladder	6-9
Russell Group	9
Real English Baccalaureate	10
I - Level Exams	12
Dates for the Diary	13
Geoscience Education Academy	14
Executive Committee	15
ITUTORMATHS	16



Meeting with Laws

Report on GSHA Meeting with Laws



At the end of March, the executive officers of GSHA met with David Laws. Lengthy meetings with ministers are unusual but in this case the minister had scheduled an hour and half for a round table discussion. A representative of Sutton Trust also attended the meeting. The minister was principally interested in discussing issues around social mobility. We were also interested in establishing a dialogue with a minister whose portfolio includes funding, pupil premium, and admissions. It was also an opportunity to acquaint the minister with the range of work that grammar schools undertake.

There is still considerable ignorance in both government and parts of DfE about the work of grammar schools and about the context of that work. There was an assumption, for example, that FSM national rates should be repeated in the intake figures of grammar schools, with no allowance made for the fact that FSM rates in many grammar school areas are considerably below national norms or that only 20% of FSM children achieve level 5 at the end of key stage 2. The minister was quick to understand the issues.

Many schools have provided information about their outreach work and some of that relating to access gave useful examples of local work being undertaken to support access and/or to raise achievement. Sutton Trust may well be interested in working with schools to support some of these activities on a wider scale.

There was no evidence of any concern about schools being selective, but considerable interest in what can be done to make selection fairer. There was clear endorsement for some of the work being done with CEM and recognition that developing coaching resistant tests would not necessarily end coaching. There was a welcome for the initiative shown by some schools in setting up coaching sessions that focus on or include the disadvantaged. We pointed out that such schemes are a good interim measure but that it is important not to seem as if a coaching culture is being endorsed and that to this end some schools focus work on closing the achievement gap.

There is a genuine interest in how selective academies are using greater autonomy in terms of setting admission criteria. There has been a growing trend for grammars to include some form of pupil premium criteria in its admission criteria. Often, this is no more than a statement that, 'the governors will consider exceeding the Admission Number for a pupil premium applicant who achieves a qualifying level, but who by the application of oversubscription criteria would not otherwise gain a place'.

Further follow up meetings will focus on some of the other factors that deter application from the disadvantaged as well as exploring anything that ministers might do. Interestingly, DfE had informed the minister that only one school had adopted changed criteria. That we could provide evidence to the contrary, demonstrates the value of schools responding to surveys.

There was brief discussion about performance tables and the absence of any systematic way of determining if additional funding for disadvantage is reflected in achievement. We also raised the problems of the disproportionate funding loss that grammars faced and its potential impact on the capacity of schools to support others.

It was a positive meeting and we felt that the minister had gained a better understanding of the value of the work of the sector. That conclusion is reinforced by the minister subsequently arranging another extended meeting for later this summer.

... Snippets ...

- ◆ *GSHA entered into extended dialogue with Ofsted about the serious errors in the data dashboard in relation to quintile measurements. After a series of letters Ofsted agreed to make changes. Despite this, there remains serious flaws in any model that is based on threshold measurements.
More recently, representation has been made to FFT about flaws in its data dashboard. Fisher Family Trust acknowledge the problems, and GSHA has been invited to work with them to create better indicators for grammar schools. Any head that is interested in serving on this small group should contact Barry Sindall (bsindall@aol.com)*
- ◆ *At the recent conference for deputy heads there was strong interest in establishing a deputy heads/senior leaders group. Schools will be contacted early in the autumn to invite deputies to a meeting. If you have a deputy interested in serving on the group could you please send details to bsindall@aol.com*
- ◆ *The Grammar School Heads of Sixth Conference will be held on 1st July at the Ambassadors Hotel, London.*

Getting Examination Assessment Right

I'm guessing, but your experience last Summer was probably much like mine! Amid the celebrations of outstanding results for so many young people, and the associated stories of University places hard won, or just secured ... a few quizzical eyebrows were raised as results in certain subjects just didn't seem right. In the latter part of August, subject leaders were beginning their usual exam grade scrutiny only to find – in some cases – irreconcilable variations between predictions and outcomes, between previous years' data and the latest, and between separate exam components.

The story at Southend High School for Boys in August 2012 centred on GCSE marking of English, French writing, Geography coursework and History exam components. The usual post-results campaign was initiated: scripts requested, re-marks demanded, and appeals lodged. This annual ritual elicited a few sacrificial grade increases from the high priests in the temples of our public examinations, and yet the media soothsayers were already peddling their prophecies of doom!

At the heart of the concerns emerging over public examinations are four issues: standards, reliability, content validity and the right of review. Put simply from a Grammar School perspective: are the examinations sufficiently demanding? Are the grades awarded consistent with the performance of the candidates? Does a high performance in an examination equate to a high level of ability in the subject? Finally, when a grade or mark seems to be adrift what redress is available? (Currently, as anyone who has appealed knows, there is no opportunity to appeal an outcome, only the right to challenge whether the published process has been adhered to.)

These issues are inter-dependent. More challenging examination questions, especially if they are open-ended or involve multiple steps (without a scaffold), are harder to mark reliably. Tightly defined mark schemes tend to favour precision and accuracy above understanding and creativity. Wholly acceptable answers from very able students can fall outside the anticipated scope of the mark scheme. Candidates can end up securing very high marks – in for example extended coursework projects – for skills quite unrelated to the subject domain. If appeals relate only to process, judgement calls on examination marking are never exposed to full scrutiny.

These concerns are common to all schools and colleges, but figure highly in the priorities of selective schools. Small variations in our statistical outcomes can be represented by those with inadequate understanding as being indicative of a significant change in the quality of our provision: reputational damage can be substantial. (The most recent Ofsted Data-view being a prime example.)



The good news is that the exam boards are equally sensitive to their own commercial and reputational risk, and have already begun to respond in reasoned, insightful and creative ways. A small group of Headteachers, led by two HMC schools, made representations to OCR; and this has paved the way for an expert review panel to offer guidance and commentary as they seek to address these issues.

With substantial expertise in local and national assessment issues, and having completed post-graduate research in the field, I was very pleased to be invited to join the panel. I am there in my own right, but I have made it clear that I will be representing the wider views of the selective school sector and liaising – as appropriate – with GSHA members.

Amongst the issues under active consideration, including some 'hidden pilots' that will be operating this Summer are:

- *more extensive access to scripts at a fixed fee to cover all candidates;*
- *conducting re-marks of scripts 'blind', rather than re-marks being a review of marking;*
- *blind double-marking of the more contentious question types;*
- *using multiple markers for one centre, cross referenced to centre's rank ordering, to nullify the effect of rogue markers;*
- *re-instating face-to-face marker meetings;*
- *establishing new contracts for the release of lead-markers during school hours, with payment to schools ...*

The views of GSHA Headteachers are critical to this process: you may wish to contact me directly (rmb@shsb.org.uk) or wait until – in due course – a more specific set of questions is circulated.

There may be much that isn't right; but there is, here, a chance to do something about it!

Reinstalling the ladder...

steps to encourage social mobility in selective admissions at Bishop Wordsworth's School, Salisbury.



The Local Context

Despite recent research which alleged that Salisbury is the second least affordable place to live (outside London) in the UK, Bishop's has a mixed catchment area. The city has a population of around 40,000 and is a very attractive urban island surrounded by the green sea of rural Wiltshire, picturesque villages mingled with a mixture of rolling downland devoted to either arable crops or firing ranges. The fact that we are physically and culturally removed from the capital and yet within a somewhat lengthy commute means that there is an irresistible attraction for city employees to relocate here (for both primary and second homes), with the consequent inflationary effect on property prices. Unemployment is present, but is not perhaps the growing threat that exists elsewhere.

The other side of the coin however is that Salisbury is socially divided; there is poverty here, there is disadvantage and there are both under-aspiration and underachievement too. Salisbury is no different to elsewhere in that respect. Another aspect that we in Bishop's share with selective schools across England is the domination of intake by the middle classes; there are currently just 4 boys, from a total of around 900, who are entitled to and claim Free School Meals. That, to me, just doesn't feel right.

Admissions – the Process

The two grammar schools in Salisbury have historically operated their admissions policies and procedures in tandem, and despite a little divergence in detail over the last 3 years this is still essentially the case. Selection is based on VR, English and Maths Papers, with the standardised and age weighted scores added together to give a total score. This is then subject to a cut off score which is always set at around 72%, and there are always more boys gaining the cut off score than we have places for so oversubscription criteria are used to reorder the list. After the statutory 'looked after' clause, the criteria have always given preference to siblings, Church applications and then distance from BWS. We always have a waiting list for each year group (sadly, and we cannot expand due to the restrictions of the site), and there are usually a very small number of successful admissions appeals each May which can push Year 7 tutor groups up to 32 on occasion.

Reinstalling the Ladder 1 – Oversubscription Criteria

With the rapid revision of the Admissions Code of Practice following the 2010 election I was determined that we should try to take some steps to address the issues above, whilst at the same time ensuring that there were no negative impacts on the school as a whole through overcrowding. We accordingly introduced and consulted on additional oversubscription criteria for disadvantage, and for boys from forces families, as well as introducing an additional clause for children of serving members of staff. The criteria are reproduced below for Heads' interest and information – they took a while to draft and consultation has included DfE and Diocesan Board of Education as well as the local authority...we have had little/no reaction in the local context.

- A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order. A looked after child is a child who is either in the care of a local authority or being provided with accommodation by a local authority as defined in Section 22(1) of the Children Act 1989 – for example children in residential homes or foster care.
- Boys who are from families in receipt of Income Support and/or entitled to claim free school meals at their current school at the time of the test. Documentary evidence that the parent is in receipt of the appropriate support payment entitling the child to free school meals will be required.
- Boys who live in the School's designated area (map available on the School's website) or who have evidence that they will be relocated to live in the designated area for employment reasons. Further clarification/requirements for this criterion are as follows:
 1. In this context, 'live in' is defined as the place where the child is permanently resident with his parent or parents or legal guardians. Documentary evidence of residence not more than 6 months old may be required, (eg the child's NHS medical card together with the parent's/guardian's recent utilities bill, or tenancy agreement).
 2. Where a child lives with parents with shared responsibility each part of the week, the "home address" will be considered to be the address of the person whose name is on the child benefit statement (proof of this may be required).
 3. Applicants who are deemed to be of grammar school ability following the issue of the 11+ results and who move into the designated admission area after 12 October 2012 and prior to offers being issued will be given consideration if:
 - a. There is appropriate documentary proof that they have purchased or exchanged contracts on a property together with proof of disposal/intention of disposal of their previous home by sale or let.
 - b. For leases: documentary proof for a lease term of at least five months together with proof of disposal/intention of disposal of their previous home by sale or let.
 4. Children whose parents are UK Service personnel, other Crown servants (including diplomats) and British Council employees who have been posted abroad on a fixed term contract and are returning to live within the UK will be considered as living in the designated area if the applicant would meet the criteria when they are relocated. Documentary evidence that the applicant meets the criteria will be required: parents must submit proof of future UK residency or unit postal address in the form of an official government letter (for example MOD, FCO or GCHQ) declaring a relocation date.
- Boys who will have a brother already at the School at the time of admission (including foster, step or half-brother or the child of the parent/carer's partner) who lives at the same residence.
- Boys who attend church regularly and whose parents express a preference for a Church School in accordance with the Bishop Wordsworth's School Ethos Statement. In this case "Church" refers to a Church of England Church or to another Church which is a member of Churches Together in Britain and Ireland (www.ctbi.org.uk) or the Evangelical Alliance (www.eauk.org). Precedence will be given to Anglicans. Confirmation of the child's church attendance and religious affiliation will be required from the relevant Church leader on the BWS Registration Form. The priest or minister will need to confirm that the boy has attended church regularly over the previous 24 months. 'Regularly' means an average of twice per month; attendance in more than one church will be taken into account and the referring minister must confirm that the child is known to him as a practicing member of his church.

Reinstalling the Ladder (cont.)

- Boys who at the time at which the application for admission is made, live at the same residence of at least one parent or step parent who is a contracted member of staff at Bishop Wordsworth's School and has been for two or more years.
- Other boys who are eligible for a grammar school education.

Reinstalling the Ladder 2 – 11+ Familiarisation Classes

There is no doubt that 11+ tutoring is endemic in Salisbury. I suspect that nothing will change this, as those that can afford to access additional educational opportunity for their children will always do so as a priority. The question is therefore how can selective schools make any difference whatsoever to what effectively is a manifestation of a market economy over which they have no influence whatsoever? What we are trying in Salisbury is to offer 11+ familiarisation & Key Stage 2 Study Skills Classes for Year 5 children from across the local area. We offer English and Maths classes on Wednesday after school – a session from 4.00-5.30pm, with the boys swapping from one topic to the other half way through (after a short break for juice and biscuits!). The sessions are taught by subject specialists from BWS and are charged at £15/session, but parents who are in receipt of tax credits/income support etc are able to claim their boys' places free. For each session around 10% of the places are free. Classes are small, with a maximum of 15 places, and free places are allocated as a priority with the rest by random allocation as there is considerable oversubscription.

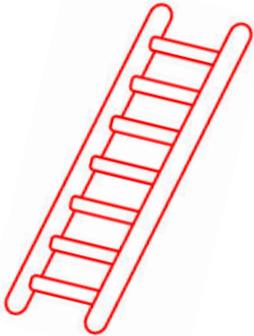
The lessons have been marketed very deliberately as a combination of 11+ focused and Key Stage 2 work, with the teachers taking the opportunity to engage the children in more 'whizzy' and stretching learning strategies and tasks than they may encounter in the rather more assessment/SATs driven curriculum that they have in school. They are given follow up tasks after the lessons but we do not give direct, written feedback to parents (ie no reports!). Instead the children do some self-assessment towards the end of each batch of lessons. We have explained carefully to parents that performance in the lessons is not a guide to the boys' potential for the subsequent 11+, and this seems to have been accepted. We still direct them to their primary school and especially their Year 5 teacher for advice and guidance because they know the boy well.

Currently we are delivering our second tranche of lessons, which operate in six weekly sets for each group of pupils. The feedback has been very positive indeed – from the Year 5 boys, their parents and (interestingly) from primary heads too. There has been one negative letter to our MP, from a parent who had failed to secure a place for his son on the course; he strongly supported the idea of the classes but resented the favourable treatment for those facing economic disadvantage...

There is another reason for this initiative of course, which relates to the perceived exclusiveness of selective schools. The Year 5 boys and parents who come into Bishop's see the school, meet Sixth Form prefects and are guided round the site by Year 7 and 8 boys. Barriers are broken down, stereotypes are demolished and our boys do what they are very good at – meeting, charming and impressing visitors to Bishop's. The classes are, in my view, excellent PR as well as being functional.

Russell Group Universities Partnership

The Bottom Line – is the Ladder Back? The answer is no.



The ladder will probably never really be replaced, but I feel that we are doing what we can to enable Bishop's as a grammar school to work in the way that it should. Selective schools should be open meritocracies rather than just available to those who have the means of access. If either of these initiatives enables just one boy to access excellence who would otherwise not do so, then I feel that we will have made a difference. That difference, though marginal, really matters.

Dr S.D. Smallwood

Head Master, Bishop Wordsworth's School, Salisbury

Russell Group Universities Partnership

**North West Region Regional Conference at
Altrincham Grammar School for Boys on Tuesday 7th May 2013**

GSHA Heads, Deputies and Heads of Sixth Form representing ten GSHA schools welcomed Dr Tim Westlake and Mr Mike Gibbons from Manchester University to update us on the mysteries of university entrance in the context of significant changes to the climate. First, student number controls resulting from a much tighter funding situation for all universities and second, the changes to university fees have created significant difficulties for universities in making offers. Manchester University offers used to be made based upon an algorithm that worked for many years but these changes mean that this situation no longer applies. Most universities now need to work much harder to secure the best candidates because in this more competitive environment the most able candidates can be fairly certain, for most courses, of receiving five offers.

Whilst there are large fines for universities which exceed the capped number of students below ABB there is no limit on students who achieve ABB or above. General Studies is included in the ABB calculation and it was explained that this subject takes on a new importance for students with one A level that may be on the B/C borderline. Certainly an A or B in General Studies will be a great advantage when it comes to Clearing or Year 14 applications.

In the future we were advised that students predicted to achieve ABB or above will benefit from even wider options and as universities vie to entice them to join them we can expect earlier offers, targeted scholarships and other attractive incentives aimed at persuading students to commit to firm choices at the earliest opportunity.

**RUSSELL
GROUP**

*Tim Gartside, Head Master
Altrincham Grammar School for Boys*

'Real English Baccalaureate'

Last autumn, a group of Headteachers from a cross-section of schools formed an organisation called the Headteachers' Roundtable. They have many broad aims but one is to explore alternatives to the curriculum framework that we currently operate within. I have now joined this group, where I am the only Grammar School Head, and have been leading the development of a new qualifications model which we refer to as a 'real English Baccalaureate'. We have deliberately borrowed from the IB, from the Pre-U and from other models including the GSHA proposal, so that the concept feels familiar and deliverable. However the idea of a 'Bacc for all' that offers challenge for all students and gives some coherence to a highly fragmented system is new.

The following features are deliverable with existing qualifications.

- a) It is an inclusive framework, allowing all students of all abilities to gain recognition for their success from Entry Level to Advanced Level.
- b) It provides a unifying terminal Baccalaureate umbrella for academic, technical and vocational learning, with a Tech Bacc pathway built-in for those in specialised work-based learning environments.
- c) It includes a number of core elements that would be common to all learners including an extended personal project, community service or work-based learning and a record of participation in personal development activities such as sport, music and outdoor education.
- d) It ensures that all learners have a broad curriculum from 14-16 prior to specialising, with some minimum requirements but a high degree of flexibility.
- e) It generates a common transcript for all learners, providing a coherent record of every student's achievements to inform transition to other schools, universities or employment.

In addition, we have suggested further developments that might take longer to build in:

- f) Replacing all component grades (eg GCSE and A level grades) with points to remove the cliff-edge effects inherent in our current system
- g) Introducing progressive qualifications in Maths, English and other subjects on a 1 - 8 scale allowing students to take exams at an appropriate level whenever they are ready to do so. This builds on the piano exam model where students enter exams they can pass appropriate to their ability, building on success to move forward, rather than taking exams that they fail or that do not stretch them.

Further details of the thinking behind this model can be found on the Headteachers' Roundtable website: <http://headteachersroundtable.wordpress.com/the-htrt-qualifications-framework/>

To our great surprise, the model has attracted a lot of interest from parties such as the Whole Education group, led by John Dunsford; City and Guilds and the Labour Skills Task Force. Our next step is to test the model out in schools. Later this term a small group will meet to flesh out the details so that we have a simple English Bacc model that schools of all kinds can road-test. We want to establish how well the framework dovetails with the curriculum schools already offer and what the best ways are to record and acknowledge non-examined experiences and enrichment within the overarching qualification. Whole Education has a number of pathfinder schools keen to be involved and I hope that some GSHA members will consider engaging with this process.

The Headteachers' Roundtable Qualifications Framework Proposal

APPENDIX 1 The Headteachers' Roundtable Qualifications Framework Proposal:

Qualification Components

GRADE	Approx Equivalent in current framework	NQF Level	Common Core				Core Option Components	Extension Components	
			Personal Development			Maths			English
8	A2	Level 3	Extended Project			Maths 8	English 8	The Baccalaureate programme of learning in addition to English and Maths.	Additional Units
7	AS	Adv Bacc	Community Service /Work-based learning			Maths 6	English 6	THREE Advanced Units from Alevel/Pre-U/IB Highers	Unlimited additional units
6	A-A* + GCSE	Level 2	Personal Development Activity Log			Maths 4	English 4	SIX Level 2 Units from GCSES/ iGCSE equivalents	Additional Alevel, BTEC or GCSE components will add credit to overall Bacc Award and can be taken at any stage.
5	B/C GCSE	Int Bacc	Personal Development Activity Log			Maths 2	English 2	BTEC Level 1 Courses of varying unit volumes	Additional Alevel, BTEC or GCSE components will add credit to overall Bacc Award and can be taken at any stage.
4	NC Level 5/6	Level 1	Personal Development Activity Log			Maths 1	English 1	New Range of broad, multi-disciplinary Level 1 units needed	Additional Alevel, BTEC or GCSE components will add credit to overall Bacc Award and can be taken at any stage.
3	NC Level 3/4	Found. Bacc	Personal Development Activity Log			Maths 1	English 1	Range of Entry Level qualifications Specialist accredited School/College based assessments.	Additional Alevel, BTEC or GCSE components will add credit to overall Bacc Award and can be taken at any stage.
2	NC Level 1/2	Entry Level	Personal Development Activity Log			Maths 1	English 1	Range of Entry Level qualifications Specialist accredited School/College based assessments.	Additional Alevel, BTEC or GCSE components will add credit to overall Bacc Award and can be taken at any stage.
1	Entry Level	EL Bacc	Personal Development Activity Log			Maths 1	English 1	Range of Entry Level qualifications Specialist accredited School/College based assessments.	Additional Alevel, BTEC or GCSE components will add credit to overall Bacc Award and can be taken at any stage.
Baccalaureate Points System			A	B	C	D	E	F	
			Core Bacc Score: A+B+C+D+E : 1000 Points						
			Full Bacc Score: Core Score + F						

GCSEs to be replaced by I - Level exams

You might be forgiven for thinking that I-Levels are agreed and it's just a matter of time – September 2015 to be precise – when they will be introduced. In fact, all the media reports focus on “plans” which have been suggested by Ofqual and our friend Glenys Stacey.

The aim of the I-Level – the Intermediate Level – is to increase the rigour, providing more challenge at the top end and to see greater differentiation among high performers, with tiered papers in English and Maths.

So the I-Level structure replaces the GCSEs introduced nearly 30 years ago and the press reports that it is “the biggest shake-up of qualifications for 16 year olds for a generation”.

The changes in the first instance will affect the 8 new exams to be introduced in 2015 covering the core E-Bacc subjects – English, Maths, Physics, Chemistry, Biology, Double Science, History and Geography.

Other subjects are to be reformed in later years so unhelpfully Year 11 students will sit a combination of I-Levels and GCSEs – in my view an inelegant compromise with different grading systems.

The main change in the actual courses is that coursework will no longer be part of formal assessment, except in Science where 10% of the marks will be awarded for practical experiments. So we are reverting to linear courses with terminal exams.

Under Glenys's plans, the highest grade will be an 8 and the lowest a 1. The media report that a pass will be around 4; it is said that Michael Gove had wanted an E-Bacc certificate under a single awarding body. Whilst the E-Bacc was controversial for some, the single awarding body, from my perspective, is one of Michael's better ideas that for various reasons has been thwarted.

The speculators say that the grades go up to 8 in order that in future a higher grade can be added – though I have seen no evidence of such a provision.

Presumably the top A*s will be 8s, with lower A*s and As becoming 7s and 6s.

GSHA members on balance might see these changes as moves in the right direction; certainly with apparent grade inflation and mixes of specifications under competing examination boards, alongside unreliable marking and moving grade boundaries, the GCSE arrangements needed attention. Whether these changes are the right ones and go far enough to restore confidence remains to be seen. The changes should avoid the exam grading fiasco and unfortunate subsequent unsuccessful challenge in the law courts.

Something I am not so clear about is the intention for all end of course exams to be taken in the summer except for English and Maths papers where access will be provided in November. Where did that come from – did anyone speak to school/timetable managers?



It's also worth re-stating that Maths and Science papers are likely to be tiered in order to differentiate with a greater distinction available to top students. And currently it seems that Speaking and Listening in English will be shown on the certificate but will not count towards the grade. And finally, though Maths and English may be available for re-sits in both summer and autumn, re-sits will be harder – if the candidate doesn't get the expected grade in the other E-Bacc subjects the re-sit will be a whole year later. But all of the above is from the draft paper – first reported in The Times. Doubtless adjustments will follow. Meanwhile, watch this space for A Level changes. A few we think we know, more to come?

**And for all of these changes, please note a week is a long time
in current educational reform!**

**Roy Pike
Torquay Boys' Grammar School**



... Dates for the Diary / Events ...

- ◆ *18/19 June GSHA National Conference. RAF Club London*
- ◆ *1st July Conference for Sixth Form Leaders - Ambassadors Hotel, London.*



Geoscience Education Academy 2013

FREE TRAINING ALL EXPENSES PAID

Thanks to BP's continued support, The Geological Society is delighted to announce the 2013 Geoscience Education Academy (GEA). This course offers UK teachers a great opportunity to understand how to teach geoscience if it is not their principal subject, but must do so as part of the curriculum, including a chance for existing Earth science teachers who may need a refresher and some new material.

Thursday 25th July - Sunday 28th July 2013
The Geological Society, Burlington House, London.

The Geoscience Education Academy is open to those in the UK who are:

- Science/ Geography teachers
- Science/ Geology/ Geography NQTs
- Science/ Geology/ Geography PGCE students
- Earth Science teachers needing a refresher course



With training given by experienced teachers/ examiners, the GEA is a fully accredited CPD training course. A complete pack of teaching resources will be available to all delegates.

This year we are delighted to welcome the BBC's leading geologist and Fellow of the Geological Society, *Professor Iain Stewart*, who will be participating.

This event is completely FREE to attend with all travel reimbursed and accommodation included.

For a copy of this year's programme and for further information on how to register, please contact Joanna Mears, Education & Training Officer
joanna.mears@geolsoc.org.uk

Executive Committee



Chairman:

Mark Fenton - Dr Challoner's Grammar School

Vice Chairman (Chairman Designate for 2013/14):

Charlotte Marten - Rugby High School

Vice Chairman:

Roy Pike - Torquay Boys' Grammar School

Treasurer:

Yvonne Wilkinson - King Edward VI Five Ways School, Birmingham

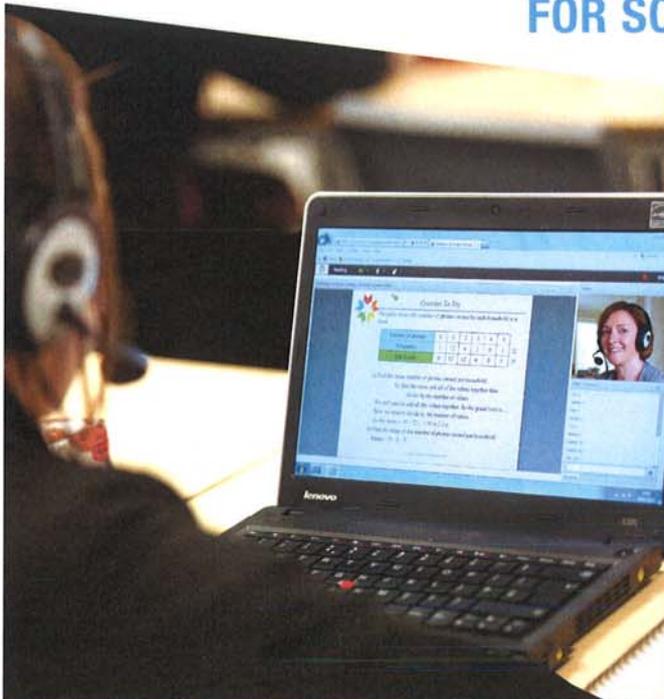
Regional Representatives

Kent	Rosemary Joyce, Matthew Bartlett, Paul Danielson
Medway	Christine Probyn
Buckinghamshire	Stephen Nokes, Phillip Wayne
London	James Skinner, Liz Allen
Lincolnshire	Tim Clark, Roger Hale
South West	Ian Carter, Stuart Smallwood
Gloucestershire	Jon Standen, Ewa Sawicka
Birmingham	Colin Parker
Reading/Slough	Mercedes Hernandez
Lancs/Yorks/Cumbria	Martin Pearman
Essex	Nicole Chapman
Midlands	Tim Swain, Michael Barrett
Trafford	Tim Gartside, Mike Thompson
Merseyside	Elaine Cogan
Warwickshire	Ian Blaikie, Charlotte Marten



iTUTOR MATHS
LIVE ONLINE TUITION

GCSE MATHS EXTENDED LEARNING SUPPORT FOR SCHOOLS



// We have become one of the best performing schools in maths GCSE in the country. iTutorMaths played a significant role in this achievement. //

Russell Bowen, Assistant
Headteacher, Pate's Grammar School

94% OF ITUTORMATHS 'AIM FOR A' STUDENTS ACHIEVE A OR A* GRADES†

iTutorMaths provides live, interactive, small-group tuition to complement classroom teaching. Our online classrooms effectively extend student contact time with experienced, fully-qualified maths teachers.

- ✓ Helps students achieve the highest grades and prepare for A level maths in small, focused tutorials.
- ✓ Effective, exam board-specific revision resource featuring hints, tips and practice questions.
- ✓ Topic-specific support course, including trigonometry.
- ✓ Tangible results from school budgets for your Higher Tier students.

www.nelsonthornes.com/itutor

Nelson Thornes

† Based on results at the end of the spring term 2013

iTUTORMATHS



iTUTORMATHS
LIVE ONLINE TUTORION



“ I just wanted to say
thank you very much
for helping me revise
for my maths GCSE,
I received an A*! ”

Student, Thomas Keble School

EXTENDED LEARNING SUPPORT TO HELP INCREASE A/A* PASSES

We work closely with schools to provide curricular support. We can deliver courses that students join from home, or as supplementary lessons run at school.

Discounts for schools:

iTutorMaths prices	Up to 30 students	31 – 49 students	More than 50 students
Standard price per hour per student	£15	£15	£15
Discounted price per hour per student	£12.75	£12.00	£11.25
Discount	15%	20%	25%

Prices include VAT and are based on iTutorMaths *Aim for A: Trigonometry* course, £75 (5 x tutorials). For a full list of available courses, please contact us.

Please contact us to arrange a FREE live demonstration
or to discuss how we can best support your school.
0845 038 0017 | schools@itutormaths.co.uk

www.nelsonthornes.com/itutor

Nelson Thornes