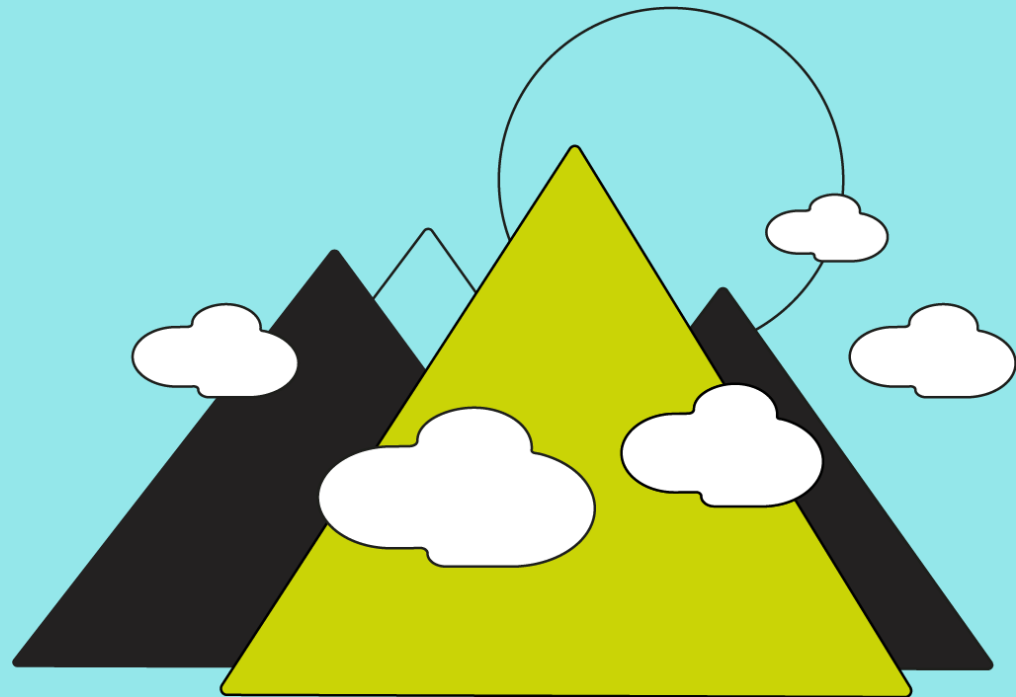


GCSE Maths & Statistics: Making Tiering Decisions

Christian Seager &
Melanie Muldowney





This session ...

- A case study of tiering decisions
- Ideas and support for those last-minute decisions

This is a case study, not all the golden answers for the hardest thing in teaching GCSE Maths!

Dates for your diary

2024 GCSE Maths exam dates:

Thursday 16/05/24

Monday 03/06/24

Mon 10/06/24

(all am)

H v F

Tiering with Stats ...

GCSE Maths

Number of candidates			Number of candidates		
53.36%	1MA1F	263889	54.04%	1MA1F	257440
46.64%	1MA1H	230649	45.96%	1MA1H	218965
	1MA1	494538		1MA1	476405

Number of Yr 11 candidates			Number of Yr 11 candidates		
44.49%	1MA1F	179960	45.51%	1MA1F	178115
55.51%	1MA1H	224549	54.49%	1MA1H	213300
	1MA1	404509		1MA1	391415

Jun 23

Jun 22

GCSE Stats

1ST0			1ST0		
44.75%	Foundation tier	9721	40.03%	Foundation	7215
55.25%	Higher tier	12000	59.97%	Higher	10807
	Total	21721		Total	18022

Number of Yr 11 candidates		
40.16%	1MA1F	4157
59.84%	1MA1H	6194
	1MA1	10351

Jun 23

Jun 22



Tiering with Stats ...

- The easy one to answer ...
... it depends why you're using the qualification.

Case Study Timeline – SOW

Curriculum Overview (3 years)

Year 9	LA /nurture	Working Towards		Working Towards		Working Towards		Crossover		Crossover		Crossover
	MA	Crossover - 2 years	Half term	Crossover - 2 years	Christmas	Crossover - 2 years	Half term	Crossover - 2 years	Easter	Crossover - 2 years	Half term	Crossover - 2 years
	HA	Crossover - 1 year		Crossover - 1 year		Crossover - 1 year		Crossover - 1 year		Crossover - 1 year		Crossover - 1 year

May move to
Crossover earlier
at teachers
discretion

May move to
Higher earlier at
teachers discretion

Year 10	LA /nurture	Crossover		Crossover		Crossover		Crossover		Crossover		Crossover	Decision 1 r.e. tiering occurs at any point during year 11 too
	MA	Crossover - 2 years	Half term	Crossover - 2 years	Christmas	Crossover - 2 years	Half term	Crossover - 2 years	Easter	Crossover - 2 years	Half term	Crossover - 2 years	
	HA	Higher		Higher		Higher		Higher		Higher		Higher	

Year 11	LA /nurture	Crossover		Crossover		Crossover		Crossover					
	MA - F	Intervention - topics as required. (Crossover)											
	MA - H	Adapted Higher		Adapted Higher		Adapted Higher		Adapted Higher					
	HA	Higher		Higher		Higher		Higher					

Not yet a formal
SOW but very
much AO1
focused

Curriculum Overview (2 year)

Year 10	LA /nurture	Working Towards	Half term	Working Towards	Christmas	Working Towards	Half term	Crossover	Easter	Crossover	Half term	Crossover
	MA	Crossover		Crossover		Crossover		Crossover		Crossover		Crossover
	HA	Higher (with an eye on Crossover)	Higher (with an eye on Crossover)	Higher (with an eye on Crossover)	Higher (with an eye on Crossover)	Higher (with an eye on Crossover)	Higher (with an eye on Crossover)	Higher (with an eye on Crossover)				

Year 11	LA /nurture	Crossover		Crossover		Crossover		Crossover	
	MA - F	Intervention - topics as required. (Crossover)							
	MA - H	Adapted Higher		Adapted Higher		Adapted Higher		Adapted Higher	
	HA	Higher		Higher		Higher		Higher	

Case Study Timeline

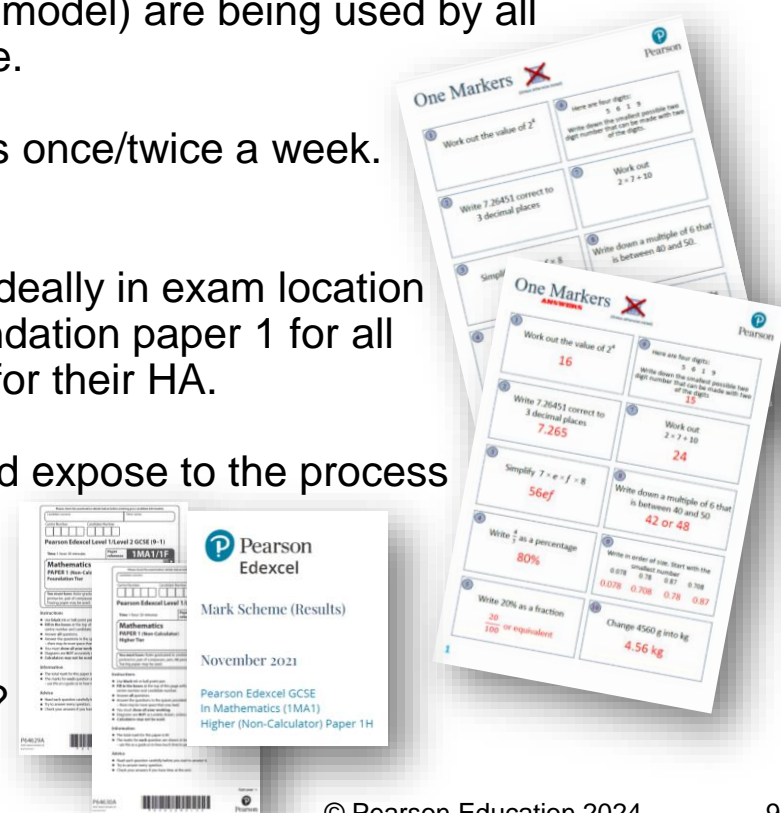
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OCTOBER HALF TERM			
Half Term 2		Internal Assessment P2 (following from Baseline)	Full mocks 1 (Use P1, P3 as P2 and P3(2) a 'Shadow Paper')
CHRISTMAS			
Half Term 3	Start to build in '1 Marker Starters' over year 9		<i>Final call for any student to join foundation</i> Ideally tiering sorted 'Final countdown' support shared with parents
FEBRUARY HALF TERM			
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EASTER			
Half Term 5	Conclude KS3 Content		Final Paper 1
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SUMMER			
Script Viewer and ResultsPlus at the ready! Resources on Pearson Emporium			

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Year 9 (ish)

- First and foremost – conclude the Key Stage 3 content
- Build in familiarisation (through the teaching) of the GCSE papers, language and layout.
- Ensure scientific calculators (ideally the same model) are being used by all students in class, in assessments and at home.
- January onwards, use the One Marker starters once/twice a week.
- Look at the end of year formal assessments (ideally in exam location and under strict exam conditions) being a foundation paper 1 for all students. Some schools may consider higher for their HA.
- Share the mark schemes with the students and expose to the process and the language of marking exam papers.
- Analysis ... how did the students perform? Look at the crossover questions. Are more ready to see higher early in year 10?
- Sets ready for year 10

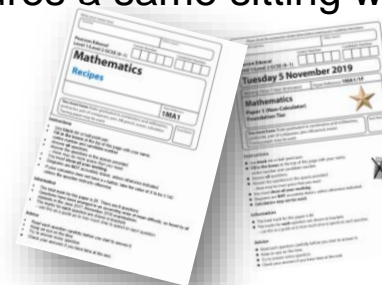
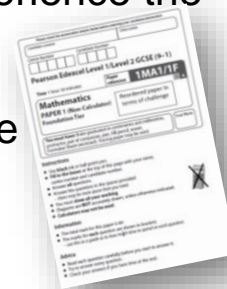


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Year 10

- Baseline assessment of 1F or H early in year 10. A different series than what they sat at the end of year 9. Ideally more students sitting the higher this time after analysing the results at the end of year 9. The earlier the students experience the scale of the mountain, the better!
- As a follow up to this assessment, see if a re-ordered paper is available and compare your students outcomes to these papers.
- Re-look at the sets. Any surprises (good and bad!).
- Over the course of half term 3 and 4, complete the GCSE suite with papers 2 and 3
- End of year assessments ideally being 3 full papers from a recent sitting. Paper 1 as paper 1. Paper 2 actually being the paper 3 from that sitting and then a shadow paper of the paper 2 for the students paper 3. This ensures a same sitting with the element of surprise and rough grades can be allocated.
- Reset ready for start of Year 11
- Tutor groups ready for September too if possible.
- Revision packs for over summer (practice sets/themed papers/bronze silver gold papers)

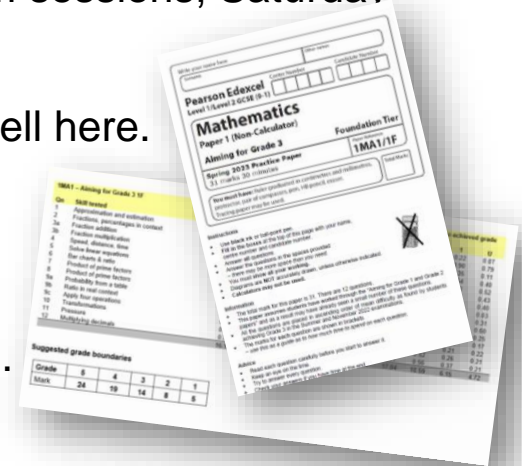


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Year 11

- Baseline assessment of 1F or H. The 'ideal' F/H split. Last call for anyone 'starting' higher.
- 'Interventions' start ASAP. After school revision, half term sessions, Saturday schools, Core PE slots etc etc
- Tutor time maths. The 'Aiming For' papers work really well here. Particularly the 'Aiming for 3' papers.
- Introduce the 'Foundation Paper Challenges' in the occasional lessons/revision sessions etc. (aids students who will move from Higher to Foundation later).
- Full mocks (use all 3 papers, arrangement as per end of year). Following these, last call for anyone 'starting' foundation.
- Final countdown and strong parent communication now established.
- Second set of mocks (ideally 3 papers again).



****Exam aid training over the course of Year 11****

Last minute

Last-minute decisions can be down to many factors:

- success on tiers building up to this point
- behaviour
- attitude
- staffing issues
- ATTENDANCE!

etc. etc.

Scores at early Year 11 mocks will start the last-minute tiering decisions conversations.

Last minute

- Foundation paper challenges over Year 11 (maybe even Year 10) to aid movement from H to F
- Ensure Crossover content is covered by all students (HA via starters?)
- 'Aiming For Papers' built into interventions
- Good parent communication directing what you want to be covered at home (Final Countdown).

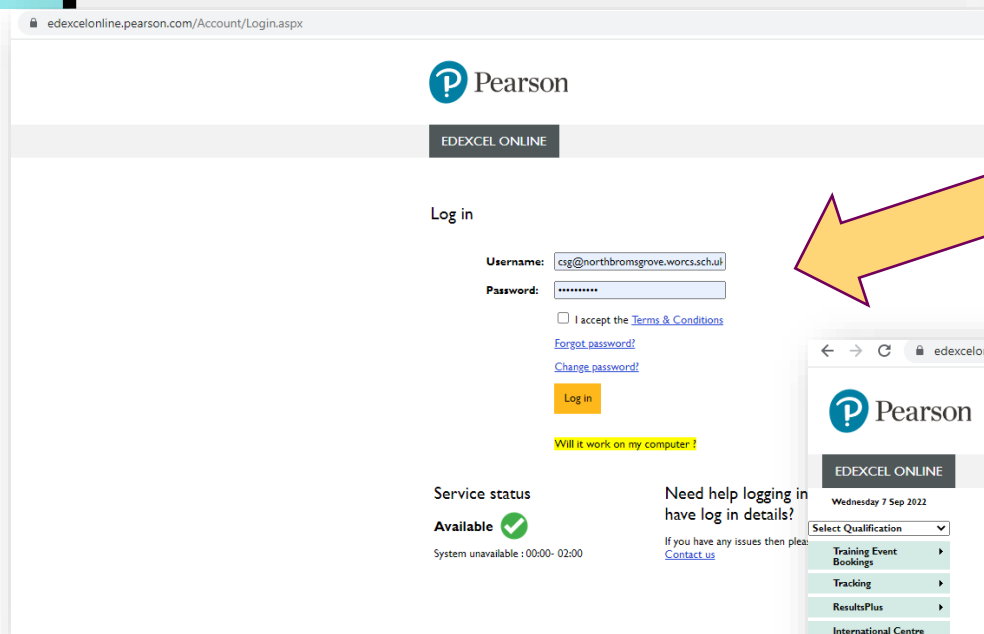
The **journey** from early Year 11 mocks to the second set supports final tier changes.

Case Study Timeline

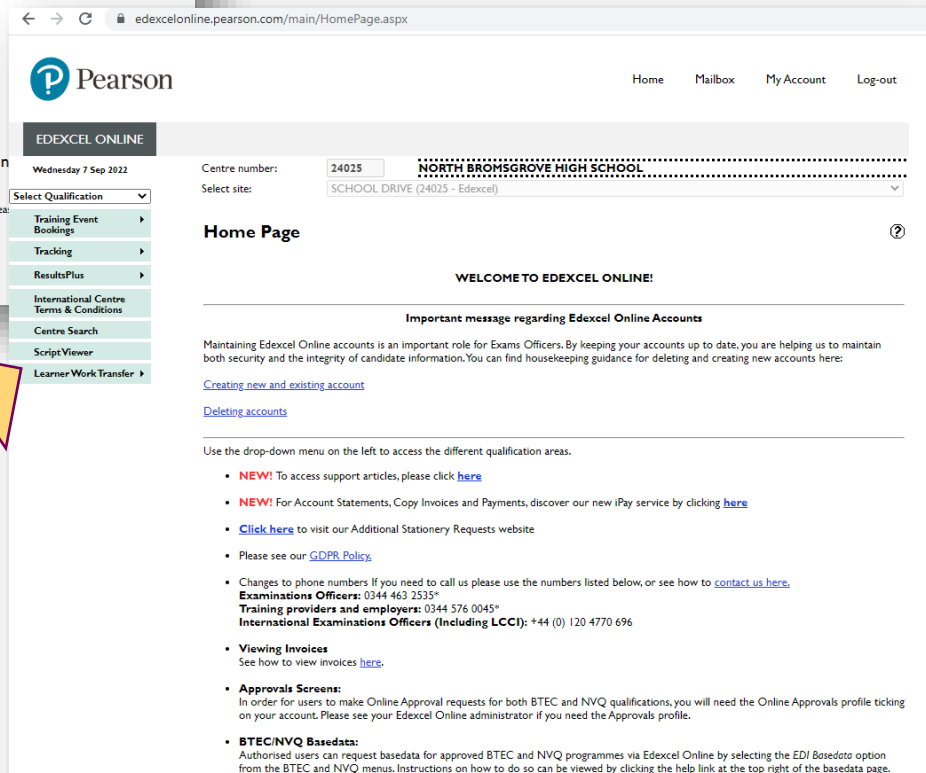
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Incredible Script Viewer

<https://edexcelonline.pearson.com/Account/Login.aspx>
(or google 'script viewer'!)



Get login details from your exams officer (you will need 'scripter viewer' activated)



Click here (check settings if goes to blank screen)

Off you go!

Exam Viewer

324638

Details Items Print Close

Please check the examination details below before entering your candidate information

Candidate surname [REDACTED] Other names [REDACTED]

Pearson Edexcel
Level 1/Level 2 GCSE (9-1)

Centre Number 24025 Candidate Number [REDACTED][REDACTED][REDACTED][REDACTED]

Time 1 hour 30 minutes Paper reference **1MA1/1F**

Mathematics
PAPER 1 (Non-Calculator)
Foundation Tier

You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, Formulae Sheet (enclosed). Tracing paper may be used.

Total Marks
Total 74

Instructions

- Use **black** ink or ball-point pen.
- Fill in the **boxes** at the top of this page with your name,

Exam Viewer

Edexcel Online - System Login

324638

Details Items Print Close

Answer ALL questions.
Write your answers in the spaces provided.
You must write down all the stages in your working.

1 Change 40 centimetres into millimetres.

Q01 1

$10\text{cm} = 100\text{mm}$
 $40\text{cm} = 400\text{mm}$

400 millimetres

(Total for Question 1 is 1 mark) Total 1

Q02 1

4e

(Total for Question 2 is 1 mark) Total 1

grid, reflect the shaded triangle in the mirror line.


mirror line

Score for each Q

Then find the scripts of key pupils!

Foundation student

27 Here is a regular hexagon and a regular pentagon.



Work out the size of the angle marked x.
You must show all your working.

Handwritten calculations:

$$\begin{array}{r} 120 \\ + 108 \\ \hline 228 \\ 360 \\ - 228 \\ \hline 132 \end{array}$$

Handwritten notes:

- $3\Delta = 180$
- $4\Box = 360$
- $5\Diamond = 540$
- $6\Hexagon = 720$

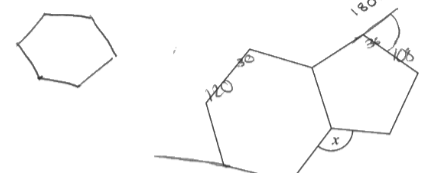
Handwritten list of numbers: 1.5, 2.0, 2.5, 3.0, 3.5, 4.6

Handwritten list of numbers: 132, 120, 108, 360, 228, 132, 120, 108, 360

(Total for Question 27 is 3 marks)

Higher student

5 Here is a regular hexagon and a regular pentagon.



Work out the size of the angle marked x.
You must show all your working.

Handwritten calculations:

$$\begin{array}{r} 120 \\ + 108 \\ \hline 228 \end{array}$$

$$\begin{array}{r} 30 \\ + 36 \\ \hline 66 \end{array}$$

$$\begin{array}{r} 136 \\ 5 \overline{) 180} \\ \underline{135} \\ 45 \end{array}$$

$$\begin{array}{r} 130 \\ 6 \overline{) 180} \\ \underline{120} \\ 60 \end{array}$$

$$\begin{array}{r} 30 \\ \times 6 \\ \hline 180 \end{array}$$

$$\begin{array}{r} 108 \\ 5 \overline{) 720} \\ \underline{540} \\ 180 \end{array}$$

$$\begin{array}{r} 120 \\ 6 \overline{) 720} \\ \underline{720} \\ 0 \end{array}$$

Handwritten notes:

- 3 triangle = 180
- 4 = 360
- 5 = 540
- 6 = 720

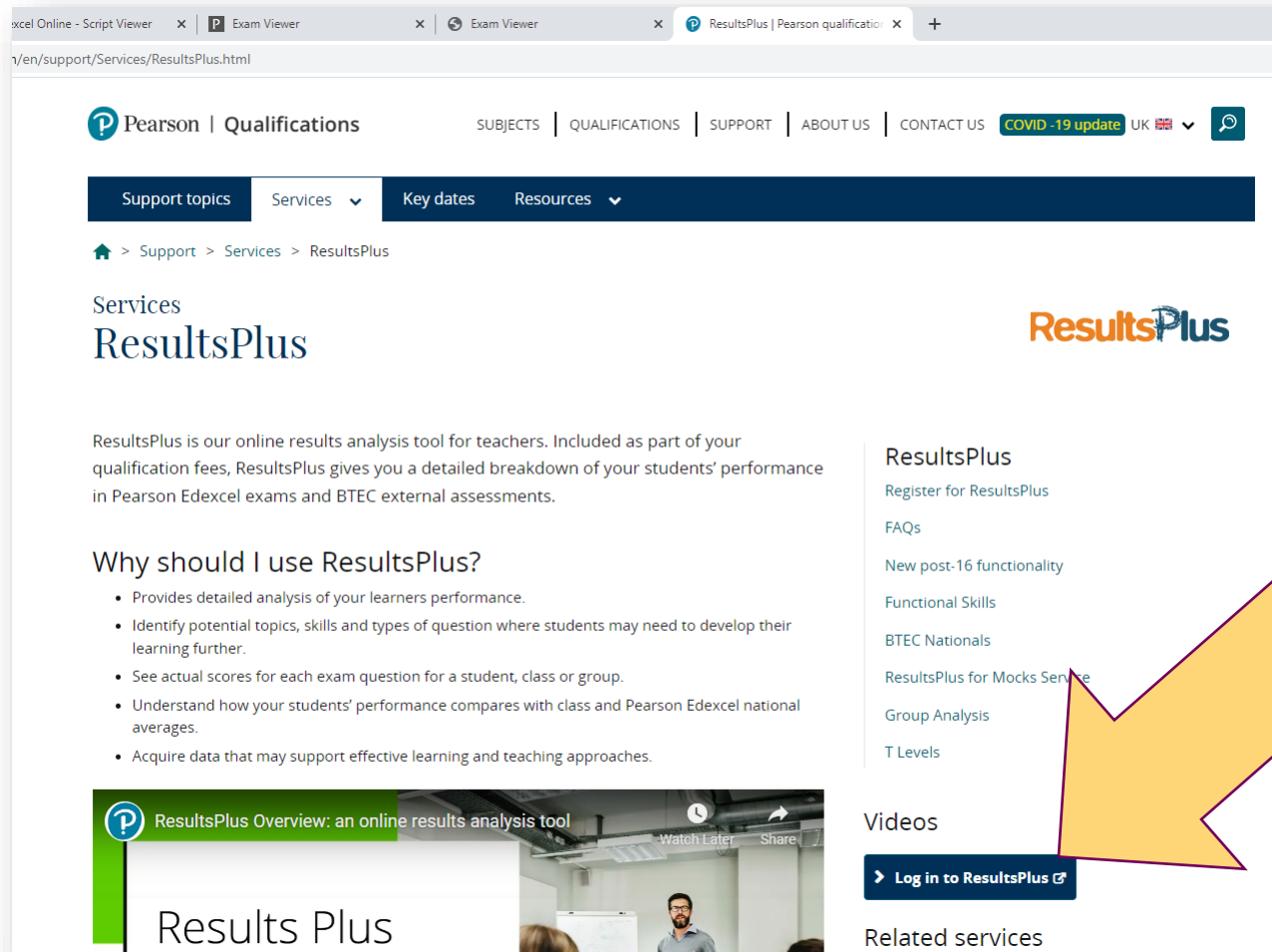
Handwritten list of numbers: 720, 180, 400, 540, 180, 720, 360, 180, 400

Handwritten list of numbers: 132, 120, 108, 360, 228, 132, 120, 108, 360

(Total for Question 5 is 3 marks)

Brilliant ResultsPlus

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>
(Google 'Results Plus')



The screenshot shows the Pearson ResultsPlus website. The header includes the Pearson logo, navigation links for Subjects, Qualifications, Support, About Us, and Contact Us, and a COVID-19 update banner. The main navigation bar has tabs for Support topics, Services, Key dates, and Resources. The breadcrumb trail indicates the path: Home > Support > Services > ResultsPlus. The page title is 'Services ResultsPlus'. The main content area describes ResultsPlus as an online results analysis tool for teachers, included as part of qualification fees. It lists five reasons to use ResultsPlus: providing detailed analysis, identifying potential topics, seeing actual scores, understanding performance comparisons, and acquiring data for effective learning. A video player shows a 'ResultsPlus Overview: an online results analysis tool' video. A large yellow arrow points from the 'Log in to ResultsPlus' button to the right. The right sidebar contains a list of links for ResultsPlus, including Register, FAQs, New post-16 functionality, Functional Skills, BTEC Nationals, ResultsPlus for Mocks Service, Group Analysis, and T Levels. Below this is a 'Videos' section with a 'Log in to ResultsPlus' button and a 'Related services' section.

Support topics Services Key dates Resources

Home > Support > Services > ResultsPlus

Services ResultsPlus

ResultsPlus is our online results analysis tool for teachers. Included as part of your qualification fees, ResultsPlus gives you a detailed breakdown of your students' performance in Pearson Edexcel exams and BTEC external assessments.

Why should I use ResultsPlus?

- Provides detailed analysis of your learners performance.
- Identify potential topics, skills and types of question where students may need to develop their learning further.
- See actual scores for each exam question for a student, class or group.
- Understand how your students' performance compares with class and Pearson Edexcel national averages.
- Acquire data that may support effective learning and teaching approaches.

ResultsPlus Overview: an online results analysis tool

Results Plus

ResultsPlus

- Register for ResultsPlus
- FAQs
- New post-16 functionality
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- Group Analysis
- T Levels

Videos

Log in to ResultsPlus

Related services

Pearson Chris Seager | SCHOOL DRIVE (24025) (cel)

ResultsPlus > Analysis options > Cohort options > Cohort search > Paper analysis

SCHOOL DRIVE (24025 - Edexcel)
1MA1 GCSE Unit: MATHEMATICS
June 2022

Analysis Highlight report Skills

Skills map: gcse mathematics (1ma1) foundation

This cohort's top 10 skills to celebrate in relation to the Edexcel average

Skill Title	Score	Percentage	Edexcel Ave : ALL	Variance
Exact values of $\sin \theta$ and $\cos \theta$ and $\tan \theta$	0.69/1	69%	0.24/1	+45.00 %
Exterior and interior angles	1.74/3	58%	0.57/3	+39.00 %
Pythagoras's Theorem and Trigonometry	1.11/2	56%	0.5/2	+30.50 %
Growth and decay, compound interest	1.74/3	58%	0.93/3	+27.00 %
Use standard units of measure and related concepts	2.71/4	68%	1.67/4	+26.00 %
Rearrange formulae to change the subject	0.9/2	45%	0.4/2	+25.00 %
Standard form	2.03/4	51%	1.17/4	+21.50 %
Graphs of linear functions	1.92/3	64%	1.33/3	+19.67 %
Approximation and estimation	1.59/2	80%	1.2/2	+19.50 %
Solve linear inequalities	1.04/2	52%	0.65/2	+19.50 %

This cohort's top 10 skills to improve in relation to the Edexcel average were:

Skill Title	Score	Percentage	Edexcel Ave : ALL	Variance
Pictograms	0.92/1	92%	0.92/1	
Roots, intercepts, turning points of quadratic functions	0.16/2	8%	0.15/2	+0.50 %
Solve linear equations	1.05/2	53%	1.03/2	+1.00 %
Linear and non-linear sequences of diagrams and numbers	2.57/3	86%	2.53/3	+1.33 %
Bar charts	2.52/3	84%	2.48/3	+1.33 %
Generate terms of a sequence	0.97/1	97%	0.95/1	+2.00 %
Apply four operations	17.61/23	77%	16.89/23	+3.13 %
Translate situations or procedures into algebraic expressions, forms	0.24/3	8%	0.11/3	+4.33 %
Circle definitions and properties	0.97/2	49%	0.88/2	+4.50 %
Solve problems involving direct and inverse proportion	3.82/6	64%	3.53/6	+4.83 %

Paper: All

This cohort's top 10 questions to celebrate in relation to the Edexcel average were:

Tier

Edexcel Average

Case Study Timeline

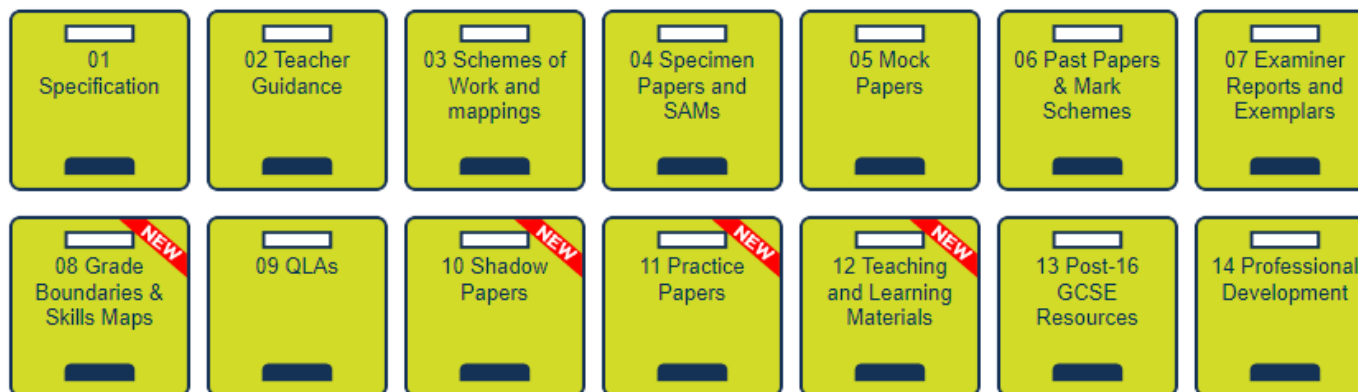
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Half Term 3	Start to build in '1 Marker Starters' over year 9		<i>Final call for any student to join foundation</i> Ideally tiering sorted 'Final countdown' support shared with parents
FEBRUARY HALF TERM			
Half Term 4		Internal Assessment P3 (completing the suite of papers and 'rough' grades can be created)	Possible final tier changes (based on attendance etc.) Full mocks 2 (Use P1, P3 as P2 and P3(2) a 'Shadow Paper') Rough final deadline for exam entries/ammendments
EASTER			
Half Term 5	Conclude KS3 Content		Final Paper 1
MAY HALF TERM			
Half Term 6	Expose to Full GCSE Paper in EoY assessments 1 x foundation non calc (Possibly HA students try higher)	Full set of 3 papers if possible on the 'ideal' tier for EoY assessments Use P1, P3 as P2 and P3(2) a 'Shadow Paper' Groups ready for Sep (ideally final set changes now) Communicate to parents: Tiering for Sep, QLAs from EoY assessments, 'Practice Sets' and 'Themed Papers' for over summer	Final Paper 2 and 3 All starts again!
SUMMER			

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Amazing Emporium

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