

# Year 11 GCSE – Parent Information Evening

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Mr Pickering (Senior Deputy Headteacher) - The Year Ahead and Impact of Parental Support.

Mr Smith (Assistant Headteacher) - Supporting Revision at home.

Mr West (Assistant Headteacher) – Support and Intervention

Mrs Baker (Head of Year) - Pastoral Support

Mrs Broxton (Assistant Headteacher) - SEND Support and Access Arrangements



# The Year Ahead

## Impact of Parental Support

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### Key Dates:

- 03/10/2024 - Year 11 Evening
- 11/11/2024 - Walking Talk Mocks
- 21/11/2024 - Year 11 Core Pre-Examinations
- 02/12/2024 - Year 11 Option Pre-Examinations
- 16/12/2024 - Year 11 Reports
- 16/01/2025 - Year 11 Parents Evening (Tripod)
- 24/02/2025 - Year 11 Core Pre- Examinations

### Key Dates:

- 31/03/2025 - Year 11 Reports
- April 2024 (Easter)
- Revision Sessions
- Prom
- Pre-Examination Assembly Reveals
- May to June 2025 – Year 11 Examinations



# Embedding & Growing...

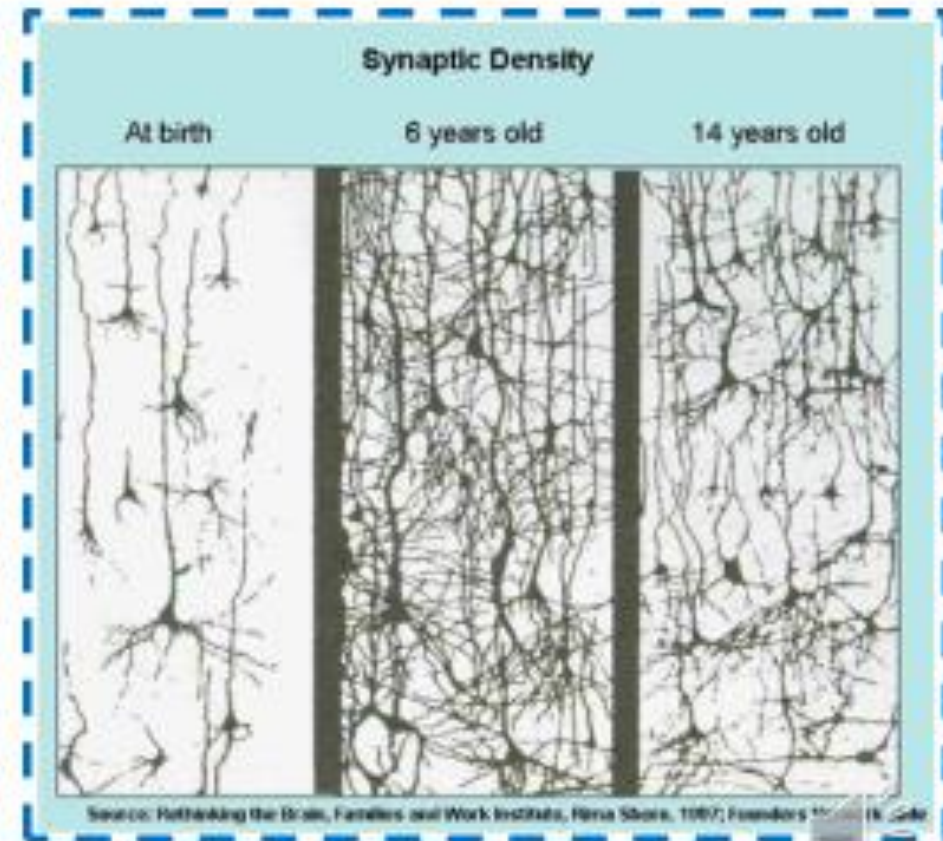
Things we need to remember about teenagers

## Teen Brain Development

**Proliferation** – rapid growth of brain matter/formation of new connections

**Pruning** – cutting away unused/unimportant connections

**Myelination** – insulating brain pathways/secure and stable pathways



SPECT

Wmarket  
inSchool

INTEGRITY

SUCCESS

# Embedding & Growing...

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Embedding - what does it mean?

- Do Now activities
- Activating memory
- Embedding and securing pathways to enhance recall activities
- Growing – what does it mean?
- New information
- Developing skill sets
- Applying previously learnt knowledge to new concepts



# Year 11 – Support and Intervention

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# Success Sessions

STARTED 23RD  
SEPTEMBER.

		Timetable 1				
		1. 23rd September - 15th November				
		Monday	Tuesday	Wednesday	Thursday	Friday
Lunch 1.15-1.55	Slot 1	Graphics G.01	DT G05	Engineering G.01	GCSE PE C6	Art 1.19
	Slot 2	Art 1.19	Art 1.19	Art 1.19	Art 1.19	
	Slot 3	Business 2.21				
After School		English	Science	Maths		

After School Option Sessions					
Department		Room/Staff	Department		Room/Staff
Slot 1	History	LRC	Slot 1	Food/HC/Textiles	G02
Slot 2	DT	G05	Slot 2	Art	1.19
Slot 3	Art	1.19	Slot 3	Geography	2.18



# Success Sessions – Late Bus

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Combs  
Ford

Needham

Barking

Willisham

Ringshall

Wattisham

Battisford



# GCSE Zone (LRC)

Open on a Monday, Wednesday and Friday from October Half Term

Passes can be collected from Mr West

Access Past Papers, Mark Schemes, Moderator Reports and Resources.

Revise or complete coursework.

Tutor groups will access on rotation.





Students identified  
by DOFs

Maths and English

Changes after each  
PRE and Assessment

Tutor Time  
Support  
Starting



# Community School

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Face to Face Tutoring:

- ✓ Boost Grades
- ✓ Improve Understanding
- ✓ Build Confidence

Maths, English, Science and MFL

Contacts

[www.thecommunityschools.co.uk](http://www.thecommunityschools.co.uk)

Founder – [claire@communityschools.co.uk](mailto:claire@communityschools.co.uk)

Phone – 07747 037441



# GCSE Pod

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## Award-winning Pods

- ✓ 3-5 minutes
- ✓ Multiple subjects and topics
- ✓ Written by subject experts
- ✓ Quality Assured
- ✓ Available on any device

## Check and Challenge

- ✓ Award winning assessment tools
- ✓ Support and challenge learners
- ✓ Self-Marking
- ✓ Instant Feedback
- ✓ Detailed Reports

## Assignments

- ✓ Ready built assessments
- ✓ Filter by exam board or topic
- ✓ Self-Marking

Parent Support: <https://www.gcsepod.com/parent-resources/>



# Elevate Education

## Session 1 – Tuesday 15th October

### Study Sensei

- Structuring and reviewing revision notes/techniques
- Learning for deeper understanding
- Utilising practice exam papers
- Independent learning techniques

## Session 2 – Monday 20th January

### Time Management

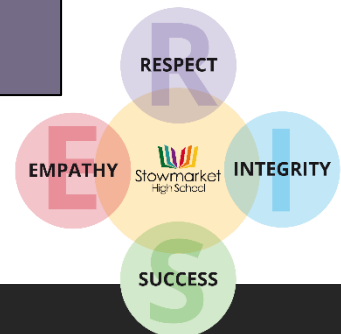
- Developing routines to balance study and lifestyle
- Working smart by completing high value work
- Utilising study groups to leverage time
- Techniques to manage overthinking

## Session 3 – Friday 7th February

### Student Elevation

- Techniques for self-motivating
- Self-belief and self-efficacy
- Increasing motivation through goal attachment
- Breaking goals in manageable tasks

Parent Support: <https://uk.elevateeducation.com/parent-info>



# WTM (Walking Talking Mocks) - w/b 11th November

What are they?

- ✓ A teacher led exam where the students work through the questions – at the pace set by the teacher.
  - ✓ Each question is put up on the board and the teacher highlights the key parts of question.
  - ✓ Not giving the answer away, just 'unpicking' the question.
  - ✓ The teacher will then model the correct answer
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Why?

- ✓ To demonstrate effective exam technique and highlight key vocabulary.
- ✓ Gives the model answers to take away.
- ✓ Highlights gaps in knowledge and understanding for staff to work on.



# PRE 1

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Core PRE

21st to 27th November



Core Results Assembly

Tuesday 17th December

Option PRE

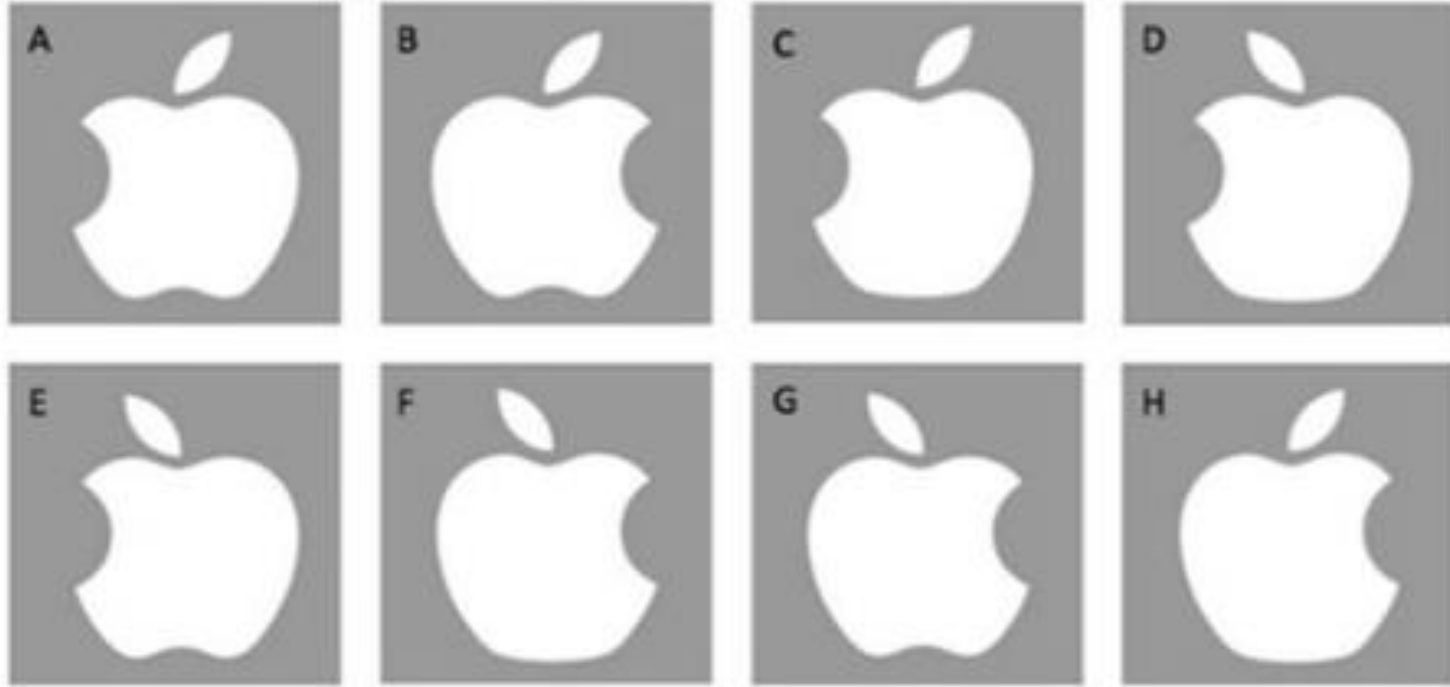
2nd – 6th December



Option Results Assembly

Tuesday 7th January

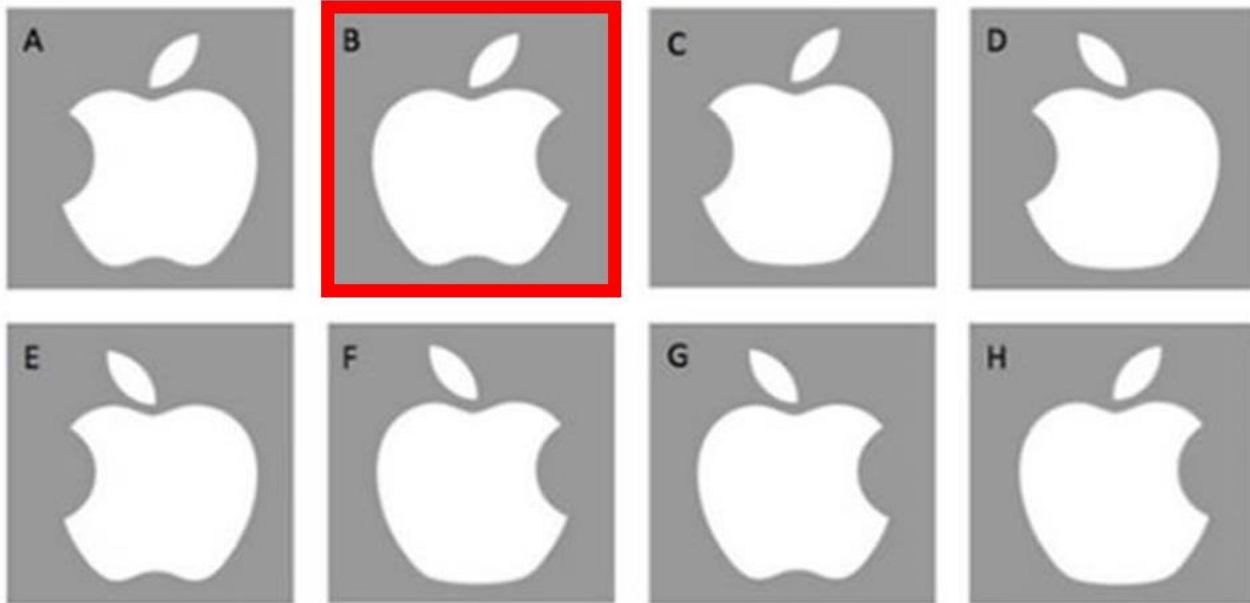




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# UCLA memory exercise



**84 out of 85 pupils got the answer wrong!!!!**

Even though:

- 57 were exclusive Apple users
- 75 owned at least one Apple product

**So what does this simple experiment tell us?**

Our memories store the gist of the information rather than the specifics

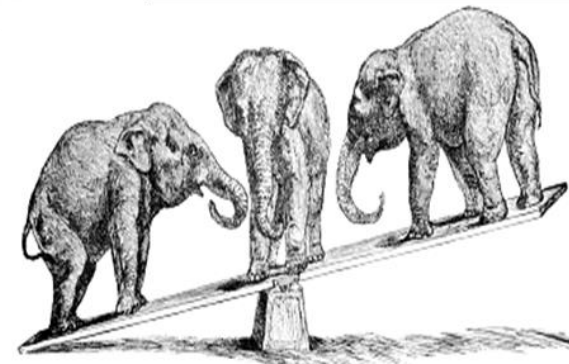
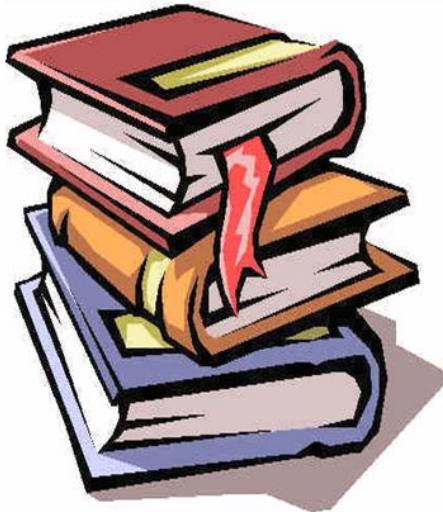
Repeatedly seeing something does not guarantee you will remember the details

*So how do we do this?*





# Revision: The Challenges



# Effective Revision: The Myths

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- 1. Revision is not something you plan - it just happens by magic**
- 2. Revision only happens at the end of Year 11**
- 3. Revision is just learning content**
- 4. Parents – I haven't done my GCSEs for years – can I really help?’**



# Myth 1: Revision is not something you plan – it just happens by magic

Revision needs to be planned:

- Target knowledge weaknesses
- Target questions that students struggle with- post PEs
- Use PLCs (personalised learning checks) to identify areas of weakness with your son/daughter
- Be precise when helping you child to develop revision plans- avoid Just putting **Monday=English**  
**Tuesday=History**
- Focus on a topic identified ie **Monday=Characters in Macbeth** **History=Renaissance medicine**



# Myth 1: Revision is not something you plan – it just happens by magic

		Initial PLC Date:	Assessment 1 Date:	Assessment 2 Date:	Assessment 3 Date:
2	I can identify two features				
3	I can support with historical information				
Analysis and evaluation of source utility					
		Initial PLC Date:	Assessment 1 Date:	Assessment 2 Date:	Assessment 3 Date:
2	I can identify different opinions about an event or person from one or more source				
3.1	I can describe different opinions about an event or person from one or more source, offering supporting evidence				
3.2	I can analyse the impact of audience and purpose on a source, with an explanation				
4	I can explain and evaluate the utility of source(s) without using contextual knowledge				
5	I can evaluate and explain the utility of sources through cross-referencing and contextual knowledge				
6	I can evaluate and explain the typicality of a source supported with contextual knowledge				
Source Analysis and Use					
		Initial PLC Date: 19/1/16	Assessment 1 Date: 28/10/16	Assessment 2 Date:	Assessment 3

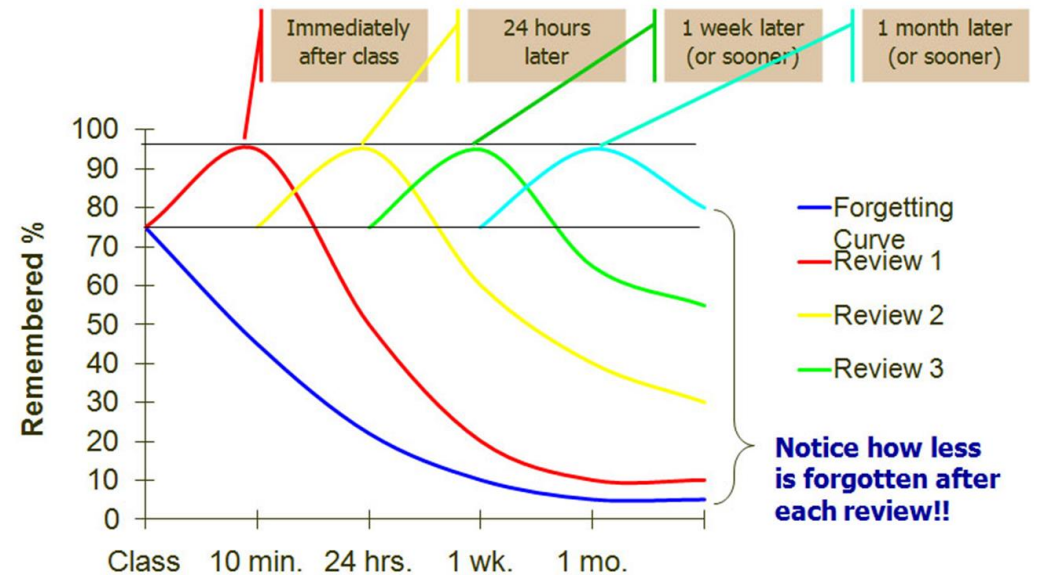


# Myth 2: Revision only happens in Year 11

## Ebbinghaus Forgetting Curve



## Overcoming the Curve



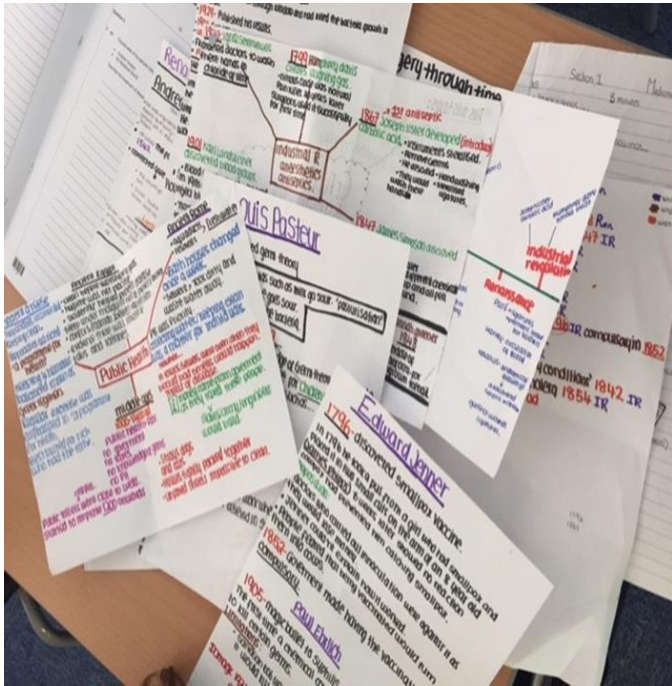
# Myth 2: Revision only happens at the end of Year 11

## Start your revision from the beginning of Year 11

- Learn quickly how you revise best
- Create practical revision materials
- Make revision more manageable
- Test yourself regularly so that you do not forget what you have covered earlier in the course (Including Year 9 and 10) – Overcoming the curve!!!



# Myth 2: Revision only happens at the end of Year 11



Show My Homework





# Myth 3: Revision is just learning content

**Skills Focus:** drawing inferences from sources; answering 8 mark exam questions; differentiating between the purpose and message of sources.

**Past Exam Question:** "Study Source B and use your own knowledge. What was the purpose of this representation? Use details from the photograph and your own knowledge to explain your answer."

	Mark	Requirement
<p>We have done one of these 8 mark questions before, looking at your work on the Special Areas Act, and the mark scheme, create a quick checklist of what you need to do to reach full marks in this question:</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	1-2	Students produce generalised statements without support from source or detailed contextual knowledge
	3-4	Students who can identify the message of the source and give details in support from the <u>content or context</u> of the source
	5	Students who can identify the message of the source and give details in support from the <u>content and context</u> of the source
	6	Two supported judgements which use detail from the source to prove the inference
	7-8	Analyse the <u>treatment and selection</u> of the source content is used to explain the message and its intention. Purpose is distinct from message

Write your name here

Surname  Other names

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

Centre Number

Candidate Number

**Physical Education**  
Component 1: Fitness and Body Systems

Sample assessment materials for first teaching  
September 2016  
Time: 1 hour and 45 minutes

Paper Reference  
**1PE0/01**

You will need a calculator.

Total Marks

#### Instructions

- Use **black** ink or ball-point pen.
- Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – there may be more space than you need.

#### Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets – use this as a guide as to how much time to spend on each question.

#### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
- Check your answers if you have time at the end.

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PEARSON

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education – Sample Assessment Materials  
Issue 1 – November 2015 © Pearson Education Limited 2015

Turn over ▶

Write your name here

Surname  Other names

Pearson Edexcel  
GCSE (9-1)

Centre Number

Candidate Number

**History**  
Paper 2: Period study and British depth study  
Option 24: The American West, c1835–c1895  
and Medieval depth options

Sample assessment materials for first teaching  
September 2016  
Time: 1 hour 45 minutes

Paper Reference  
**1H10/24**

You do not need any other materials.

Total Marks

#### Instructions

- Use **black** ink or ball-point pen.
- Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided – there may be more space than you need.

#### Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets – use this as a guide as to how much time to spend on each question.

#### Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

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PEARSON

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History – Sample Assessment Materials (Question Papers) – Issue 1 – October 2015 © Pearson Education Limited 2015

Turn over ▶

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# Myth 4 : Parents – I haven't done my GCSEs for years – can I really help?’

**100% - Whilst you may not the knowledge of the subject content you have a massive role to play:**

- **The testing effect – you can ask them questions via quizzes, flashcards, mind maps etc. and help the pupils retrieve the information.**
- **Revision guides, flash cards and revision equipment - small cost but big impact**
- **Revision environment- how can you help set up/organise a calm and purposeful environment for your son/daughter**



# Myth 4 : Parents – I haven't done my GSCEs for years – can I really help?’

**100% - Whilst you may not the knowledge of the subject content you have a massive role to play:**

- **Homework – ‘Show my homework’ – The of responsibility or retrieval**
- **Motivation/support/rewards – if you feel like they deserve a reward then please treat them. School work/life balance**
- **‘The internet and mobile phones’- Some amazing websites, videos, resources but also a distraction- have you discussed the pitfalls**



# The Testing Effect

- Students who engaged in **repeated testing** recalled 50% more than those who engaged in repeated study.
- What is crucial is '**effortful retrieval**' – if you have to work hard to retrieve material you have been learning, it strengthens the memory traces and enhances long-term memory.



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# Pastoral Support

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Meet the Tutors:

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MRS BAILEY – 11S

MISS HEWITT - 11H

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MR PECKFORD – 11T

MRS GIBSON - 11I

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MRS REIF/MR ARMSTRONG – 11O

MR WRIGHT - 11G

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MR FURLONG - 11W

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## Oasis

Mrs Broxton – Senior Mental Health Lead/Trauma Practitioner

Mrs Langley – Trauma Informed Practitioner

Mrs Doherty – Trauma Informed Practitioner

Mrs Thompson – SEN Inclusion Practitioner

Mrs Gerrard – Emotional Literacy and Support

Mrs Dolan Allan – Resilience Emotional Support

Mrs Brewster – Healthy Eating Advisor

## Mental Health Ambassadors:

Mrs Mudhar

Mrs Brown

Mrs Skoulding

Mrs Shaw





# Consult

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Exams Stress workshops run by Oasis staff

Anxiety

Low Mood

Emotional Available Adult – 1:1 sessions

Check ins

Referrals to NSFT for 6 week based intervention

Referrals for Trauma Informed practice for 6 week intervention

Additional staff mentoring





# SEND Support During Exam Time

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For students with SEND, the exam period frequently leads to high levels of stress and anxiety in comparison to students who do not have additional needs. It is vital that we raise awareness that it is **normal** for exams to create feelings of anxiety and stress.

These feelings can manifest themselves in many different ways. They are valid and normal, but we still aim to offer support and solutions where possible.





# SEND Support During Exam Time

Exam anxieties can exacerbate the challenges that some students with SEND already have when trying to express their worries or make themselves heard.

This year, a SEND yr11 drop-in will take place in The Attic on Mondays after school. If a SEND student has any concerns (exam related or not!), they can come here to speak with the LSAs. These might include concerns related to:

- A specific subject and how to access revision materials
- Support accessing log-in details to support or revision websites offered by the school
- Support to talk about their concerns in a safe environment



# SEND Exam Support before Exam Day

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The exam hall can be an especially intimidating place for many students with SEND. The size and unfamiliarity of the exam room, in addition to different noise and lighting levels and an invigilator waking around the room, can be overwhelming especially for those with mental health conditions, sensory or social difficulties.

Where necessary, SEND students will be invited to visit in advance the place where they will take their exams so they can familiarise themselves with the environment, know where their seat is, and visualise how they may feel on the day of an important exam.



# SEND Support on Exam Day

Consideration for students with SEND must include the routine of the exam day. The SEND department can be available for students on the day to support in a variety of ways:

- Equipment checks – do they have the stationery they need for their exams?
- Supplementary aids – have they remembered to bring any personal support items which they usually use when studying such as a coloured overlay, ear defenders/noise cancelling headphones or a tactile ruler?
- Location – are they clear where the exam room is and where they are going to sit?
- Personal support – would it be helpful for someone (a teacher, an LSA) to accompany them to the exam room and meet them again afterwards? Would it reduce anxiety if they were first or last to enter the exam room?





# Students with Identified Support

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If a student has been identified for support in their exams, including a reader pen, scribe or reader support, they will have opportunities to practice the use of this support in lessons and PREs in the lead up to the examination period in Summer 2025.



# Students with Identified Support

We will ensure that:

- Learners know how best to use their access arrangements, e.g., how to use extra time effectively, how to operate the reader pen
- Students are given an opportunity to practice using their arrangements under exam conditions as well as in the less pressured classroom environment, particularly for students who receive 1-2-1 support-based access arrangements such as a reader or scribe.
- Students and the staff supporting them on a 1-2-1 basis in the exam are aware of the parameters and regulations of their individual arrangements.



# Temporary Injury

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If a student suffers a temporary injury close to the examination period that will impact their ability to access the exam hall or record their answers, it is vital that the SENCo is informed urgently so that appropriate support can be put in place.

