



# Year 11 Priority Parent Briefing

## The Final Push to GCSEs

**'Be the best that you can be'**

Respect • Teamwork • Resilience • Ambition • Integrity • Leadership • Self-Belief

# Welcome



'Be the best that you can be'

Strong partnerships  
today, shaping success  
for tomorrow.



# Student Leadership Team



'Be the best that you can be'

Jenson Bowditch – Head Boy

Will Morgan – Deputy Head Boy

Sangeerrth Sivakumar – Deputy Head Boy

# The Year Ahead



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16th October 2025:	Prize Giving
10-21st November 2025:	Year 11 PPE 1 Exams
11th December 2025:	Year 11 PPE Assembly
8th January 2026:	Year 11 Parents Evening (3.30pm-6.30pm)
2nd - 6th February 2026:	SLT Invite Parents Evening
23rd Feb - 10th March 2026:	Year 11 PPE 2 Exams
26th March 2026:	Year 11 PPE Assembly
7th May - 15th June 2026:	GCSE Exams
19th June 2026:	Leavers' Assembly and BBQ
20th August 2026:	GCSE Results Day



# Revision Strategy



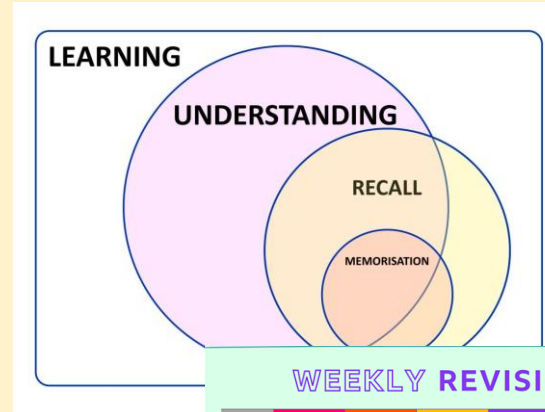
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Why? [Cognitive science]

When? [Making a Revision Timetable]

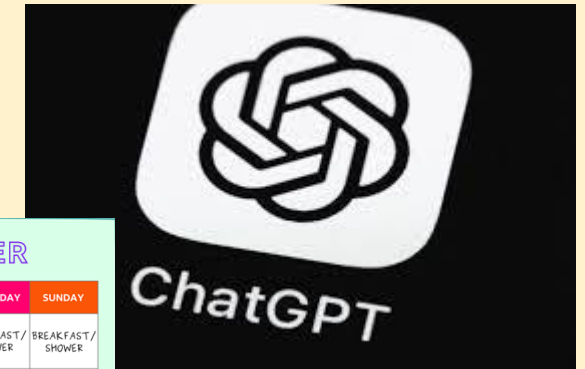
What? [Frameworks & Platforms]

How? [Active Recall; Spaced Repetition; Consistency]



**WEEKLY REVISION PLANNER**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM - 4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM - 10AM	BREAKFAST/SHOWER	BREAKFAST/SHOWER
4PM - 5PM	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	10AM - 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM - 8PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM - 1PM	SEEING FRIENDS/LUNCH	
8PM - 11PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM - 3PM	REVISION - MATHS	
1PM - 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM - 5PM	OUT WITH FAMILY	
8PM - 9PM	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	6PM - 8PM	DINNER/FREE TIME	

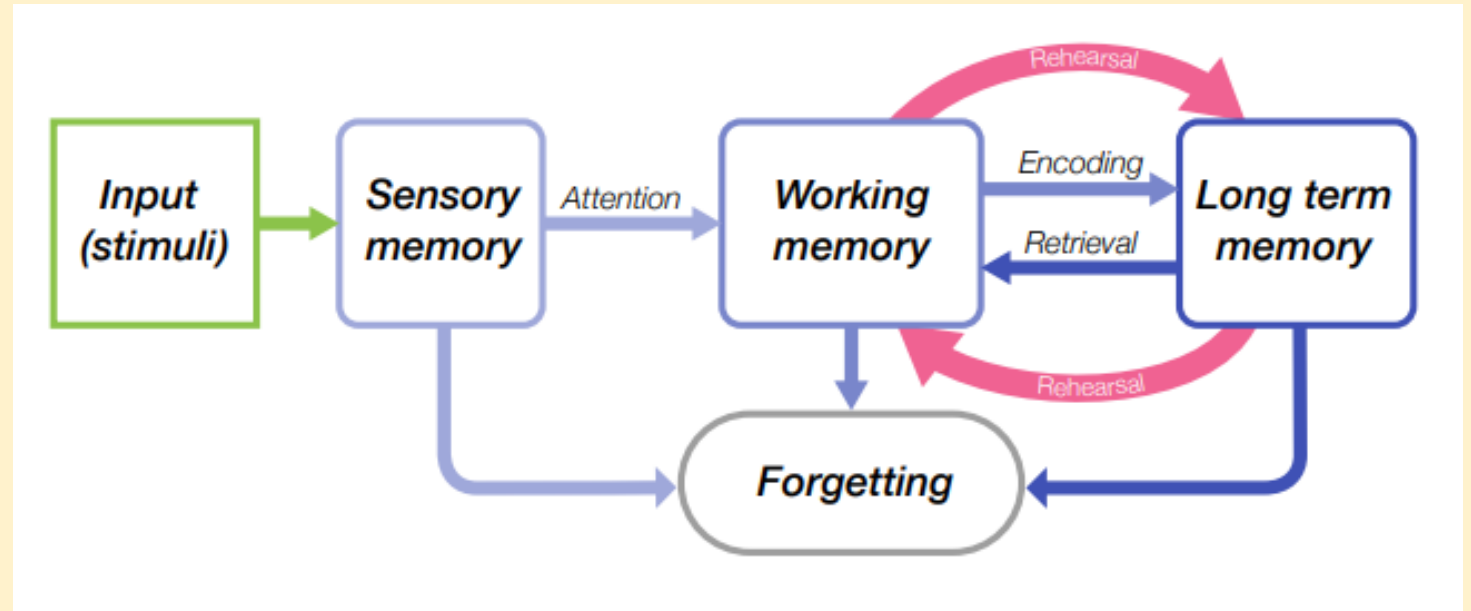




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## Why? [Cognitive science]

- Spaced learning
- Interleaving
- Retrieval
- Chunking
- Dual coding



*Adapted from EEF's Cognitive Science Approaches in the Classroom*



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## When? [Making a Revision Timetable]



### WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
9AM-10AM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM-10AM	BREAKFAST/SHOWER	BREAKFAST/SHOWER
10AM-11AM	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	10AM-11AM	REVISION - ENGLISH	REVISION - SCIENCE
11AM-1PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM-1PM	SEEING FRIENDS/LUNCH	SPORT/LUNCH
1PM-3PM	REVISION - ENGLISH	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM-3PM	REVISION - MATHS	REVISION - FLASH CARDS	
3PM-5PM	FREE TIME/SHOWER	FREE TIME	HOMEWORK	FREE TIME	3PM-5PM	OUT WITH FAMILY	SPORT/TV/GAMING	
6PM-8PM	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	6PM-8PM	DINNER/FREE TIME	DINNER/FREE TIME	

[How do I make a revision timetable for my exams? - BBC Bitesize](#)

# What? [Revision frameworks & platforms]

Table 1: Effectiveness of ten learning techniques, from Dunlosky et al (2013) <sup>39</sup>

Utility	Technique	Description
High utility	Practice testing	Self-testing or taking practice tests on material to be learned.
	Distributed ('spaced') practice	Implementing a schedule of practice that spreads out activities over time.
	Elaborative interrogation	Generating an explanation for why an explicitly stated fact or concept is true.
	Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving.
Moderate utility	Interleaved practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.
	Summarization	Writing summaries (of various lengths) of to-be-learned texts.
	Highlighting	Marking potentially important portions of to-be-learned materials while reading.
	Keyword mnemonic	Using keywords and mental imagery to associate verbal materials.
Low utility	Imagery use for text learning	Attempting to form mental images of text materials while reading or listening.
	Rereading	Restudying text material again after an initial reading.

- ChatGPT (Feynman Technique)
- Mindgrasp (Notes; Summary; Flashcards; Quizzes)
- Notebooklm (Audio & video summaries),
- Gizmo ('Explain like I'm 5')
- & traditional methods]



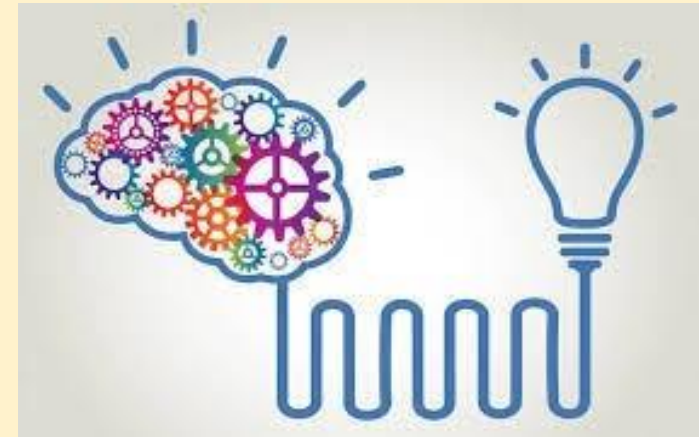
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## How?

### [Active Recall; Spaced Repetition; Consistency]

- ✓ **Prioritise core knowledge** - Define what must be remembered, not just what must be covered.
- ✓ **Plan for forgetting**- Integrate retrieval opportunities and build in spaced practice.
- ✓ **Anchor around: Encode - Store - Retrieve**
  - **Encode** = A commitment to memory.
  - **Store** = How will the knowledge stick? What resources and methods will I use?
  - **Retrieve** = When and how will I recall information: later today, next lesson, next week, next month?



# Assessment and Feedback

## How will my son be assessed?

### In class assessment

Three-part lesson:

#### 1) Retrieval practice starter

This allows for the teacher to quickly identify and plug any gaps in knowledge from the previous lesson OR if it is the start of a new topic, the retrieval may be linked to prior topics to show links and commonalities.

#### 2) Peer or self-assessment

Numerous studies showing the positive impact of 'teaching' peers on own learning.

#### 3) Retrieval practice plenary

Allows teacher and student to have a firm understanding of what they have learnt and where knowledge or skills are.



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# How will my son be assessed?



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## Formal assessments and Knowledge Tests

### Each term - Formal Assessments

- Sat within lesson
- Longer or more complex questions (often essay based for certain subjects such as Religious Studies or History)
- Tests knowledge and skills
- Teacher assessed with student specific feedback and an opportunity to improve via a What Went Well and Even Better If format.
- Time set aside within lesson for students to respond to the EBI statement and complete tailored, focussed improvements.



# How will my son be assessed?



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## How will my son be assessed throughout the year?

Throughout Year 11 your son will be assessed regularly both in the classroom and more formally via Pre Public Exams or PPEs

- PPE 1 begins week commencing Monday 10th November
- PPE2 begins week commencing Monday 23rd February

PPE papers will be created by the Curriculum Leader and will be as close to the final exam as possible.

PPE grades inform your son of his progress but also be the main driving point for shaping the next steps for supporting him in achieving his potential (e.g influencing his Intervention Timetable).

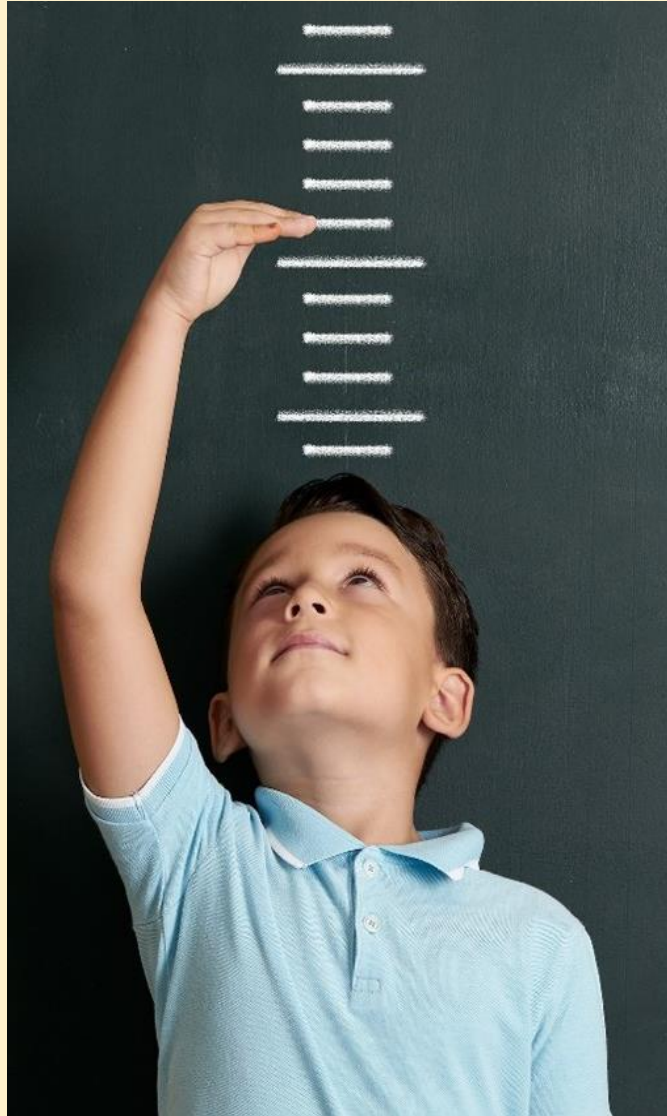
Marked with student specific feedback to allow for direct improvement on both exam technique and highlighting gaps in knowledge.

## Key Assessment Terminology

- **Progress 8:** A school performance measure used in England to show the progress (across eight subjects) that pupils make from the end of primary school (Key Stage 2) to the end of secondary school (Key Stage 4, GCSEs) compared to other pupils nationally.
- **Current working grade:** The grade your son is currently achieving.
- **Target grade :** The grade we aspire for your son to achieve.
- **Predicted grade :** The teacher's professional judgement of most likely outcome if current effort continues.

New Grading System (2016 onwards*)									
9	8	7	6	5	4	3	2	1	U
A*	A	A	B	B	C	D	E	F	U

# How will I know how my son is progressing?



Just as in Year 10, you will receive three report cards for your son throughout the academic year.

This report will include information regarding his progress and targets within all subjects.

These provide a great platform for you to discuss your son's progress with him and to refer to during Parent's Evenings.

## Key Assessment Terminology

- **Current working grade:** The grade your son is currently achieving.
- **Target grade :** The grade we aspire for your son to achieve.
- **Attitude to learning:** Levels of engagement and effort in lessons

# How will I know how my son is progressing?

**Year 11**    
Believe and Achieve

Name..... Subject: Religious Education  
Teacher..... Class.....  
Target Grade.....

Knowledge Test		Topic	Mark (include test if)

Formal Assessment			
Topic	Grade	Even Better if	Target Met?

*Respect - Teamwork - Resilience - Ambition - Integrity - Leadership - Self-Belief*

Another way to see how your son is progressing is to look at the front of his book

Each subject has a bespoke front cover that contains the following information:

- Target grade
- Knowledge Test topic and mark
- Formal Assessment:

Topic

Grade achieved

EBI comment (how he can improve for next time)

Has his target been met?

Again, this can be a great area for discussion with your son regarding his successes and areas of additional support.

# Support Available



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- PPEs:
  - W/C 10th November (Results 11th December)
  - W/C 23rd Feb (Results 26th March)
- Bespoke exam timetable that includes:
  - Pre exam boosters,
  - Walking Talking Mocks,
  - Extended revision sessions,
- Intervention groups - 2 until Christmas, 3 after Christmas,
- More time given towards post-16 options (more about this later)



# Access Arrangements



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Access arrangements are there to support pupils to who have barriers to learning.

In the majority of cases these are linked to a specific diagnosis of a Special Educational need such as Dyslexia.

Access Arrangements are applied for and need to be supported by detailed evidence provided by the school and other professionals. We cannot apply for Access Arrangements just because.

The most common Access Arrangement sought is additional time. However, it is important to consider that this is not always as helpful as it might seem. This can lead to extra stress for the pupil and can be counter-productive.

We will be reviewing the Access Arrangements after the next PPEs.

# Main support



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Please ensure that your son has a full pencil case now for all lessons and before the exams on the exam day. This can cause additional stress on the morning of exams.

Make sure your son arrives to school plenty of time before the exam start time. If he is anxious, staff can support him.

Routines are always important and establishing a good one now of revision and getting up in the morning will pay off at the exams.

# Impact of attendance



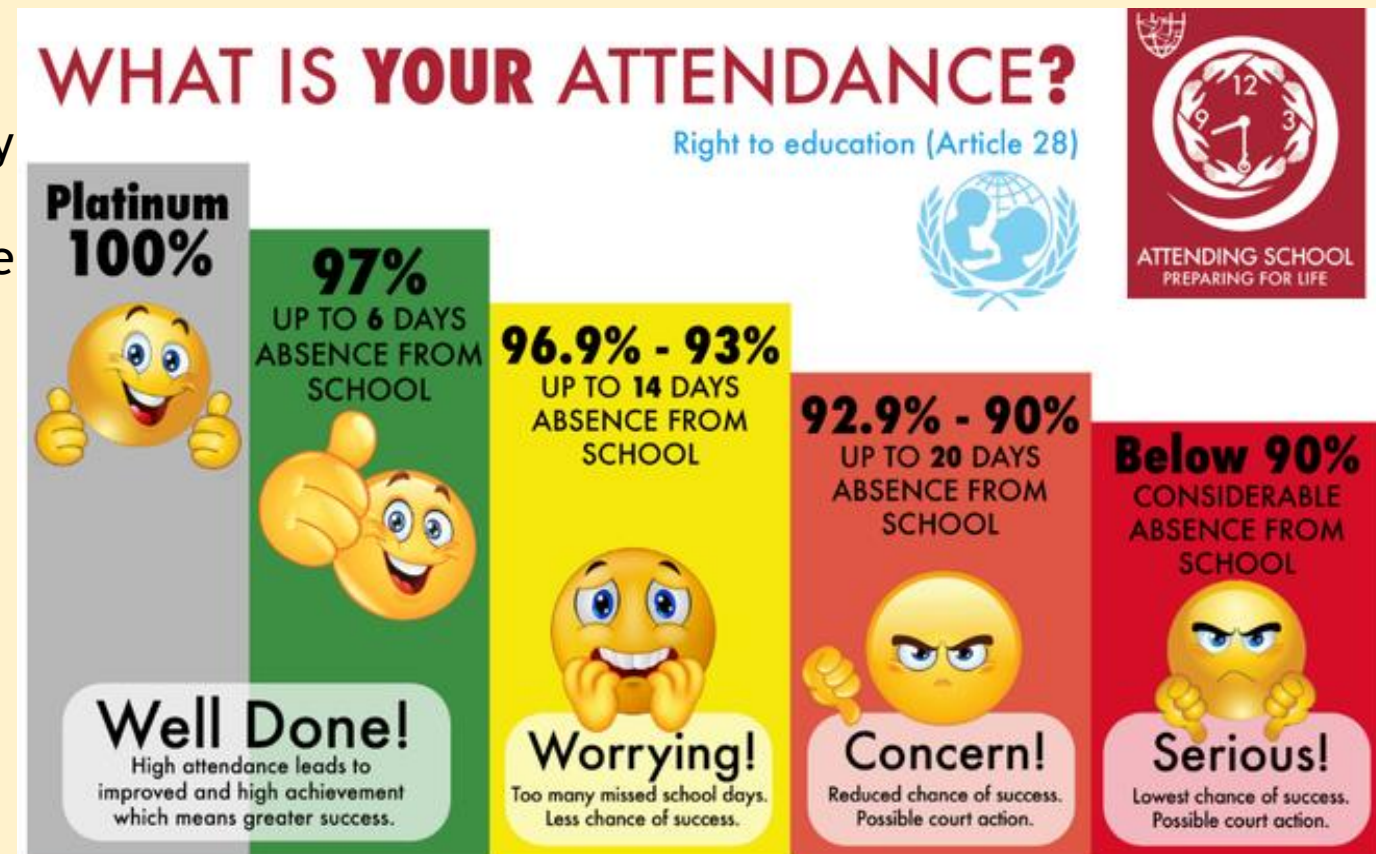
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The Critical Role of Attendance • Direct correlation between attendance and academic achievement

Statistics show:

- Students with 95%+ attendance are 2x more likely to achieve target grades.
- Missing 10% of school days can lead to a full grade drop in core subjects.
- Chronic absence patterns in Year 11 can impact college applications • Every school day matters:
- Each missed day = 5-6 hours of lost instruction
- Gaps in learning compound over time
- Group work and practical sessions cannot be replicated at home

EVERY LESSON COUNTS  
EVERY DAY CAN MAKE THE DIFFERENCE!



There are 175 non school days a year.  
That's plenty of time to go on visits, holidays, shopping and other appointments.

# Managing Stress



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Managing Academic Stress • Common stress triggers for Year 11 students:

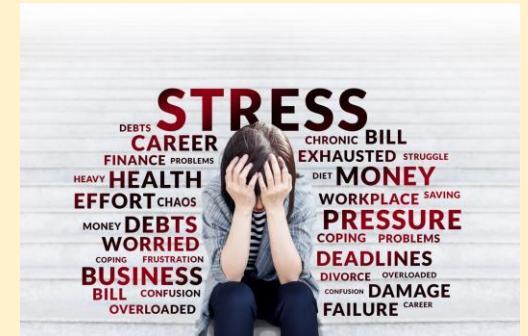
- Exam pressure - PPEs + Leading up to GCSE exams
- 6th Form, College, Apprenticeship preparation - Start early
- Multiple assignment deadlines
  - Get ahead, don't leave until last minute
- Social pressures

Warning signs of excessive stress:

- Sudden grade changes
- Withdrawal from activities
- Physical symptoms (headaches, stomach issues)
- Changes in eating/sleeping patterns

Healthy coping strategies:

- Time management techniques
- Regular exercise
- Mindfulness practices
- Study-life balance





# Managing Sleep

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## Understanding the Sleep-Academic Connection

- Teenagers need 8-10 hours of quality sleep per night
- Sleep deprivation impacts:
  - Memory consolidation and learning
  - Cognitive processing speed
  - Emotional regulation
  - Physical health and immune function
- Research shows students with regular sleep patterns achieve higher grades
- Tips: consistent bedtime routine, limit screen time before bed, maintain cool/dark sleeping environment



# Role of Parents

## Parent Partnership: Your Role in Student Success

### Create a supportive home environment:

- Designated quiet study space
- Structured homework time
- Limited distractions during study

### Maintain open communication:

- Regular check-ins about academic progress
- Discussion of challenges and concerns
- Partnership with teachers and school staff

### Active involvement:

- Monitor attendance and grades
- Attend parent-teacher meetings
- Support school policies and deadlines
- Help establish healthy routines
- Encourage to research future career pathways
- Work back knowing where you want to be and how to get there



'Be the best that you can be'

**Monitoring,**  
**encouraging,**  
**celebrating small**  
**wins**

“Behind every young child who believes in himself is a parent who believed **first.**”

Matthew Jacobson



# Post-16 Pathways



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- London School & College Leavers Festival - Excel - 18th/19th November,
- Bespoke Unifrog Lessons,
- Careers interviews,
- Future Focus,

