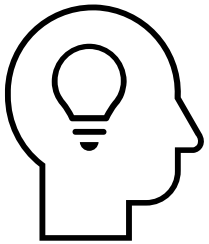
Kings Langley School
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Welcome

Year 11 Exam Preparation and Revision Information Evening

Thursday 5th November 2026
6.30-7.30pm

This evening's presentation slides will be shared via email



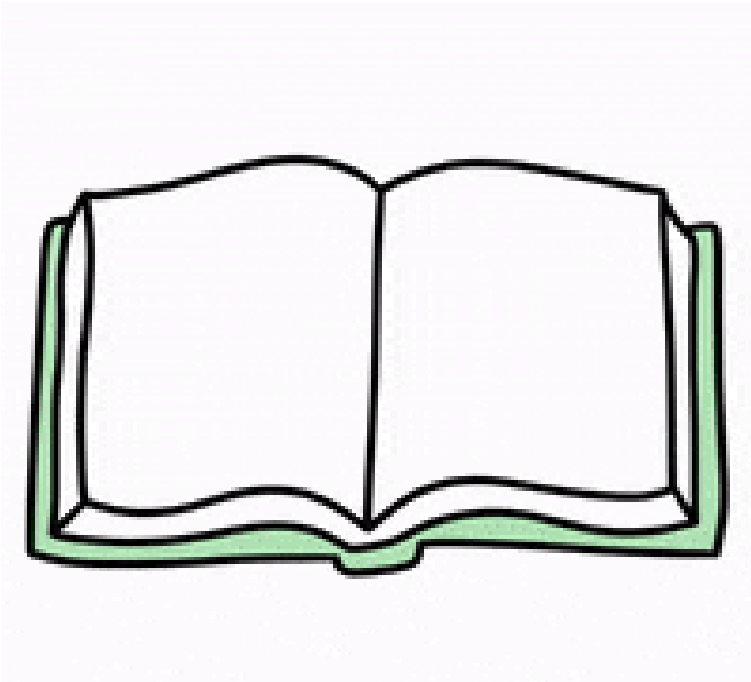
Plan for this evening

1. Information about the exams and key dates

2. English, Maths, Science and PRE information

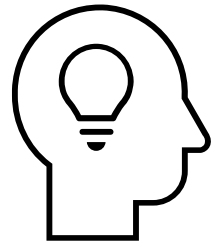
3. Supporting your child

4. Information about the trial exams in December



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1. Information about the exams and key dates



Year 11 timeline

KLS Sixth Form Open Evening
'Into Sixth Form'
Thursday 26th November 2026

Completion of non-exam assessment

November	December	January	February	February	March/ April	May	June	July	August
	Trial exams in all subjects	**Year 11 reports shared with parents**	Launch of GCSE revision programme	**Year 11 parents' evening (face-to-face)**		**GCSE exa… beg…**			**GCSE results day**
	2nd-17th December		**Mon 1st February**	**Thu 4th February**		**Mon 10th May**	**Wed 23rd June**		**Thu 19th August**

Year 11 Prom!
Fri 18th June

Sixth Form taster days 24th-25th June

Trial exam revision and exams

GCSE exam revision

GCSE exams

Non-exam assessment (NEA)

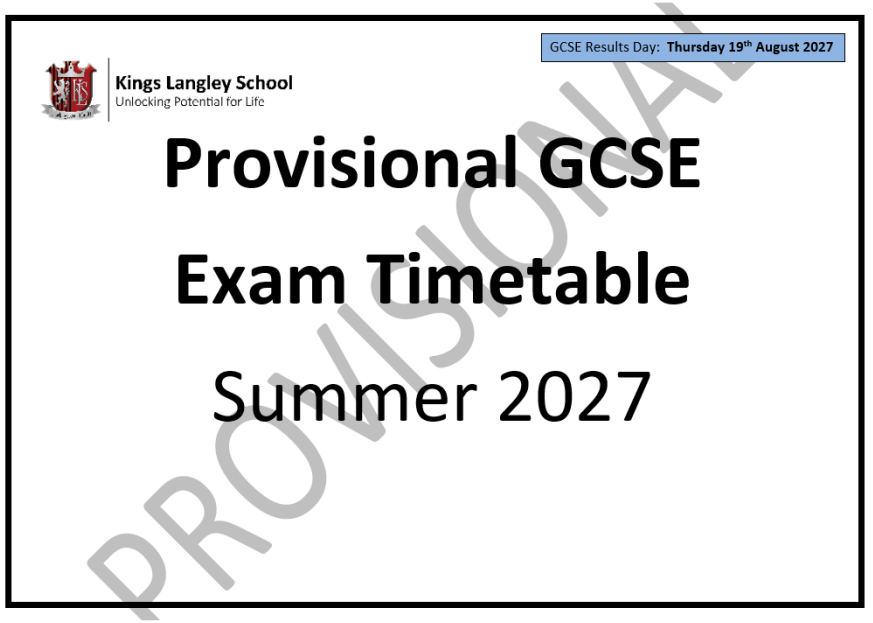
- Non-exam assessment takes place throughout the year in lessons and other dates shared with students by teachers:

• **GCSE Music performance:**	**14th, 15th October 2026 + 10th November 2026 + 17th, 18th March 2027**
• **GCSE PE practical moderation:**	**Thursday 24th September 2026 + w/c 8th February 2027 *+ final dates to be confirmed***
• **GCSE Drama performance:**	**w/c 22nd February 2027**
• **GCSE Food Preparation and Nutrition food preparation assessment:**	**w/c 8th March 2027**
• **GCSE Art two-day externally-set assignment:**	**15th and 20th April 2027**
• **GCSE French and Spanish speaking exams:**	**21st, 22nd, 23rd, 26th, 27th April 2027**
• Other GCSE language speaking exams:	Monday 19th April 2027

Main GCSE exam period: May-June 2027

- The main GCSE exam period begins on **Monday 10th May.**
- All students need to be available until **Wednesday 23rd June** in case there is any national or sustained local disruption that affects any of the exams.

The summer GCSE exam dates are set by the exam boards for all schools nationally and cannot be rescheduled in the event of illness or any other reason.



Exam boards and set texts/option units

- Details of exam boards can be accessed on the website.
- It is **very important** that students are revising for the correct exam specifications and the set texts or units they are studying:

English Literature (EDUQAS)

- **Macbeth**
- **Blood Brothers**
- **A Christmas Carol**
- **Poetry Anthology**

PRE (Religious Studies)

- **Christianity**
- **Islam or Judaism**
- **Themes A, B, D and E**

Drama

- **Blood Brothers**

History

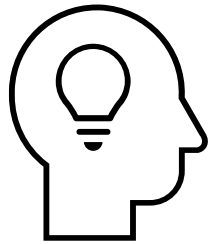
- **The British Sector of the Western Front**
- **Medicine in Britain, c1250 – present**
- **Superpower Relations and the Cold war, 1941-1991**
- **Early Elizabethan England, 1558-1588**
- **Weimar and Nazi Germany**

Music

- **Badinerie by JS Bach**
- **Africa by Toto**

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2. English, Maths, Science and PRE revision and exam information



English

Trial Examinations – Key Dates

- **Thursday 3rd December – English Language Paper 2 (2 hours)**
- **Monday 7th December – English Literature Paper 2 (2 hours 30 minutes)**
- **Tuesday 15th December – English Language Paper 1 (1 hour 45 minutes)**

Summer Examinations – Key Dates

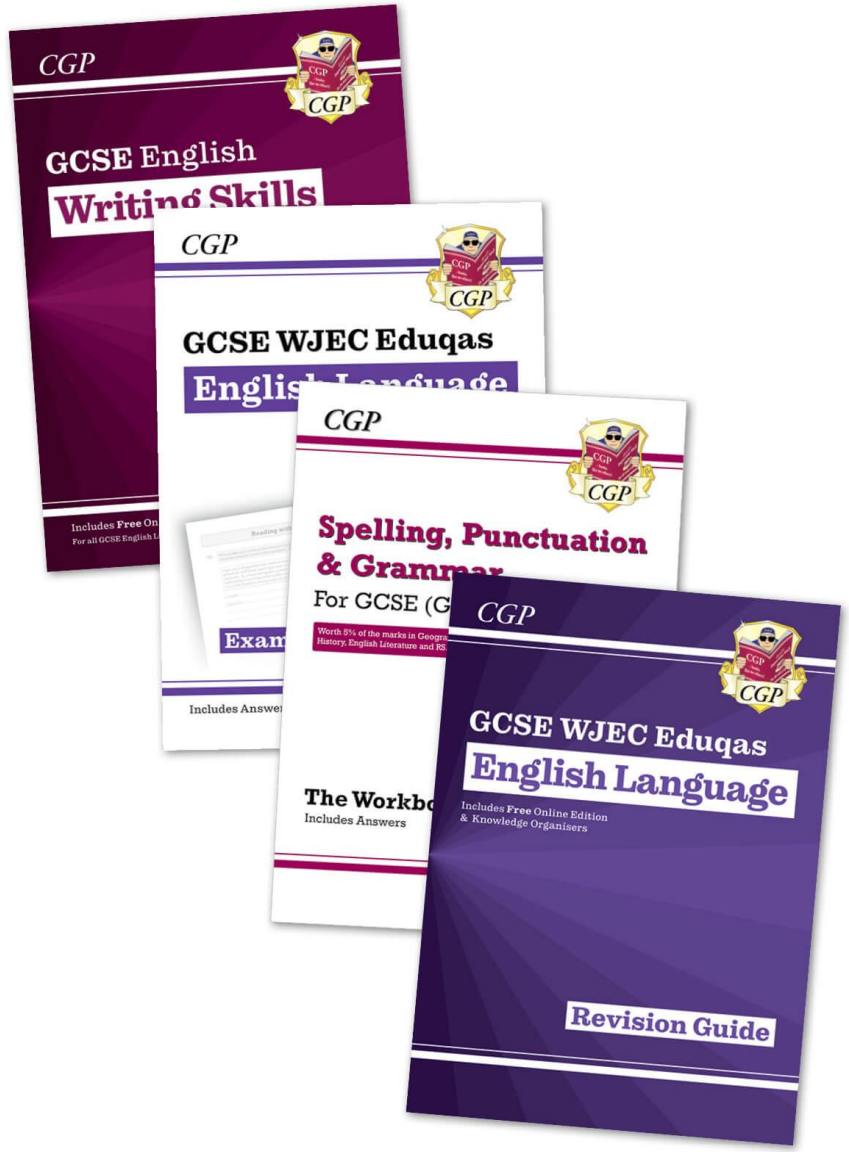
- **Wednesday 12th May – English Literature Component 1 (Macbeth, Poetry Anthology)**
- **Wednesday 19th May – English Literature Component 2 (Blood Brothers, A Christmas Carol, Unseen Poetry)**
- **Monday 24th May – English Language Component 1 (Fiction Reading and Writing)**
- **Tuesday 8th June – English Language Component 2 (Non-Fiction Reading and Writing)**

All examination for English Language and English Literature will take place in the morning.

English

To support your child's progress, they are being provided with...

- An Intervention Folder containing six booklets (in school).
- This folder will go between home and school.
- This folder covers a range of past examination papers in English Language plus materials for A Christmas Carol and Blood Brothers (the trial exam Examination Literature texts).
- A CGP bundle for English Language – two revision guides plus two workbooks targeted towards the EDUQAS specification.
- Bespoke Quote Bank booklets on A Christmas Carol and Blood Brothers.
- While your child will be set homework tasks on this from the English Department, we encourage them to also complete tasks from both the folder and the bundle over the next six months.
- Every past paper (2017-2025) is now available on your child's class Teams.



English

Between now and the trial exams, every child should, for English...
Read back over their texts in English Literature (Macbeth, A Christmas Carol, Blood Brothers and the Poetry Anthology)
Condense each text into key quotations and the Five Levels of Understanding Literature (guides provided to help)
Consider attending Wednesday after-school and Thursday lunchtime revision
Watch versions of the texts where possible – in person or at home
Practise past papers (provided physically and via MSTeams)

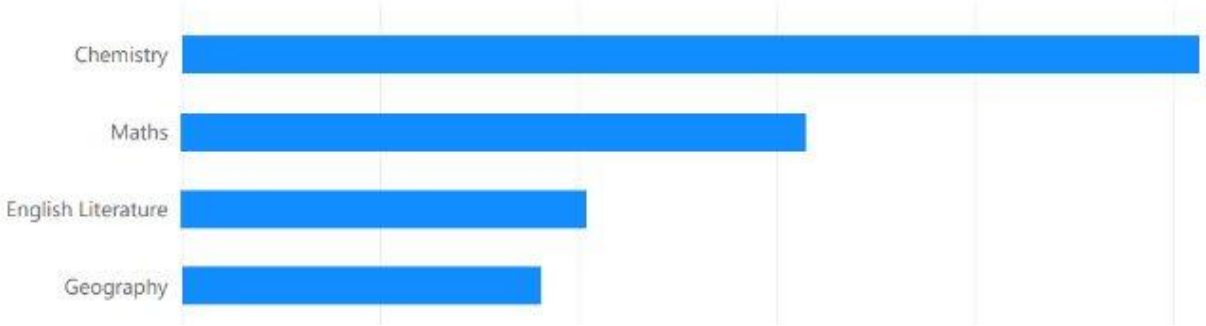
English

Between now and the exams, every child should, for English…	To best prepare for securing top grades (7-9), a child should also...
Read back over their texts in English Literature (Macbeth, A Christmas Carol, Blood Brothers and the Poetry Anthology)	Focus on deep analysis (digging) across all texts
Condense each text into key quotations (guides provided to help)	Be mindful of the appearance of context – **A Christmas Carol and Poetry ONLY**
Consider attending Wednesday after-school and Thursday lunchtime revision	Keep expanding vocabulary
Watch versions of the texts where possible – in person or at home	Make sure SPaG is perfect
Practise past papers (provided physically and via Teams)	Routinely practise and submit past paper questions to their English teacher

Please contact me – *mcquiganl@kls.herts.sch.uk* - *should you have any questions or concerns*

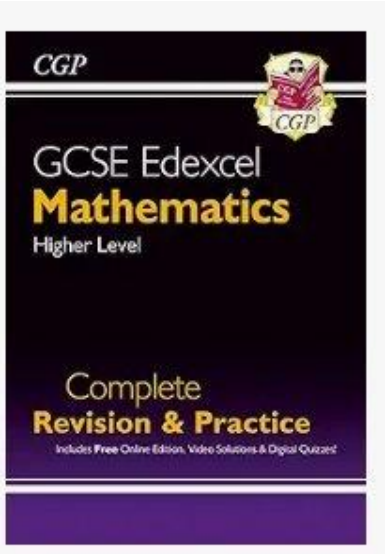
Maths

If you could receive EXTRA SUPPORT in one or two subjects this term, which would you choose? (Select up to 2)



What would help you most at the moment? (Select up to 2)





Higher Tier Aiming for Grades 5,6 and 7

Glue this bookmark into your CGP maths revision and practice book to support your revision and reach your full potential.

How to use this:

The CGP book contains revision AND practice. The sections most relevant for you have been listed below. As you study the sections, you can mark them off with a highlighter – green, amber or red, to show your understanding.

You should aim to complete one section per week from the list below. This is a 6-week program. After the program finishes you can carry on and complete other topics you would find useful.

How to use the book:
Read the notes page in the book and make brief notes or formula cards.
Complete the practice questions
Correct your mistakes (Scan the QR codes in the book for a video to show you how to do it.)

Sections of the book to work through:

Week 1
- ❑ P16 Bounds
- ❑ P19-20 Standard Form
- ❑ P34-35 Rearranging Formulae
- ❑ P29 Manipulating Surds

Week 2
- ❑ P38-39 Factorising Quadratics
- ❑ P40 Quadratic Formula
- ❑ P41-42 Completing the Square
- ❑ P72 Quadratic Graphs

Week 3
- ❑ P64 Straight Lines and Gradients
- ❑ P65 y = mx + c
- ❑ P66-67 Drawing Straight Line Graphs
- ❑ P68 Coordinates and Ratio
- ❑ P69 Parallel and Perpendicular Lines

**The green pages in the book have more questions you can do to reach a greater depth.

Week 4
- ❑ P94-95 Direct and Inverse Proportion
- ❑ P98-100 Percentages
- ❑ P101 Compound Growth and Decay

Week 5
- ❑ P123-124 The Four Transformations
- ❑ P145 Pythagoras' Theorem
- ❑ P146 Trigonometry Sin, Cos, Tan
- ❑ P147 Trigonometry – Examples
- ❑ P148 Trigonometry – Common Values

Week 6
- ❑ P174 Mean, Median, Mode and Range
- ❑ P175 Frequency Tables
- ❑ P178 Grouped Frequency Tables
- ❑ P179 Box Plots
- ❑ P180 Cumulative Frequency
- ❑ P183 Histograms and Frequency Density

Other helpful resources:

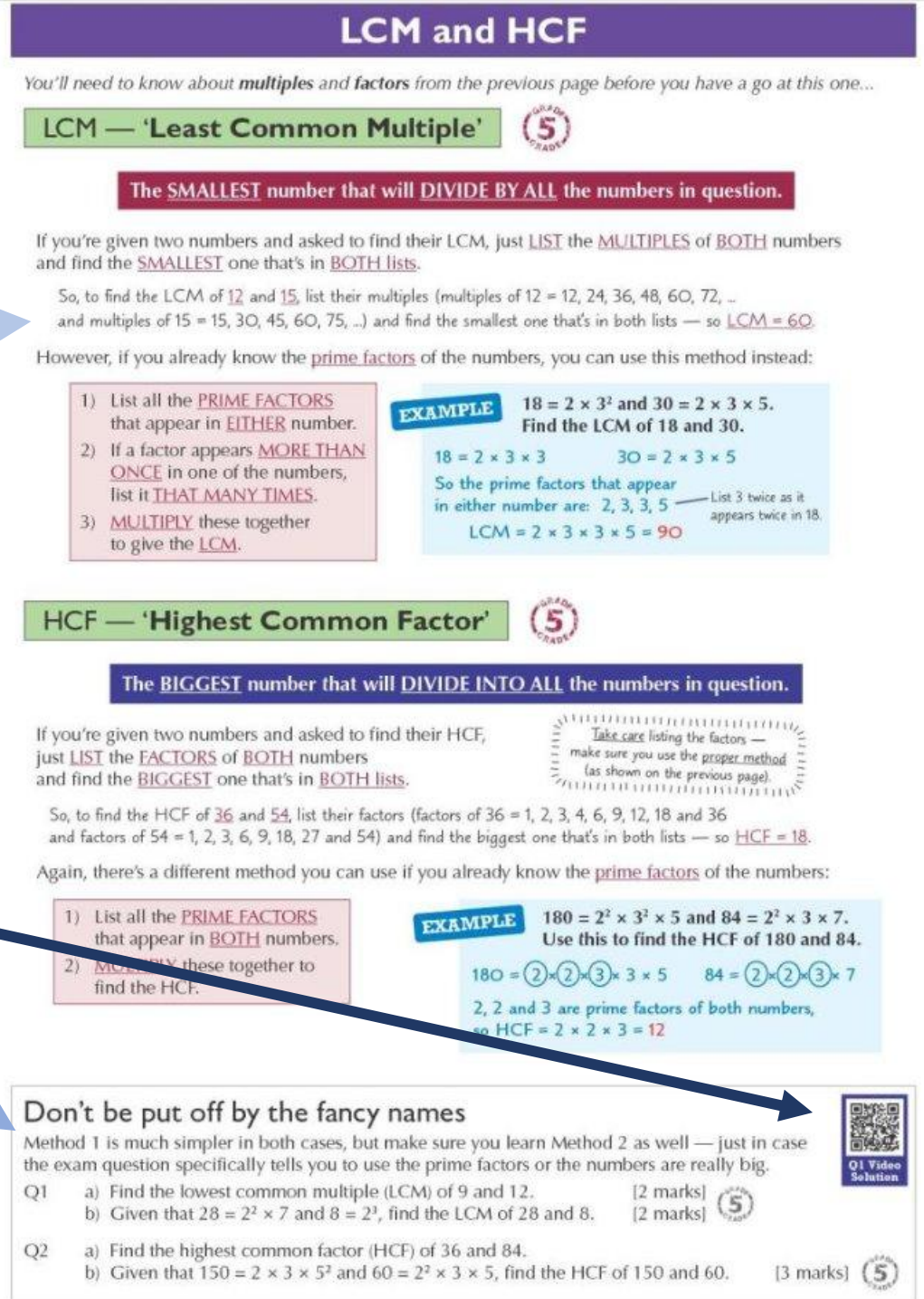
Lots of past papers, with answers can be found at
1st Class Maths - Free online GCSE Maths Revision
www.old.mathsgenie.co.uk/

Specific topics can be worked on using packs from www.corbettmaths.com/

(If you go to your Teams channel for maths and click the resources tab – you can find these links)

Maths

- Read the notes page in the book and make brief notes or formula cards.
- Complete the practice questions (do this on the page and/or use the orange notebook.)
- Correct mistakes (Scan the QR codes in the book for a video to show you how to do it.)



LCM and HCF

*You'll need to know about **multiples** and **factors** from the previous page before you have a go at this one...*

LCM — 'Least Common Multiple'

The SMALLEST number that will DIVIDE BY ALL the numbers in question.

If you're given two numbers and asked to find their LCM, just LIST the MULTIPLES of BOTH numbers and find the SMALLEST one that's in BOTH lists.

So, to find the LCM of 12 and 15, list their multiples (multiples of 12 = 12, 24, 36, 48, 60, 72, ... and multiples of 15 = 15, 30, 45, 60, 75, ...) and find the smallest one that's in both lists — so LCM = 60.

However, if you already know the prime factors of the numbers, you can use this method instead:

1) List all the PRIME FACTORS that appear in EITHER number.
2) If a factor appears MORE THAN ONCE in one of the numbers, list it THAT MANY TIMES.
3) MULTIPLY these together to give the LCM.

EXAMPLE $18 = 2 \times 3^2$ and $30 = 2 \times 3 \times 5$. Find the LCM of 18 and 30.

$18 = 2 \times 3 \times 3$ $\quad 30 = 2 \times 3 \times 5$

So the prime factors that appear in either number are: 2, 3, 3, 5 — List 3 twice as it appears twice in 18.

LCM = $2 \times 3 \times 3 \times 5 = 90$

HCF — 'Highest Common Factor'

The BIGGEST number that will DIVIDE INTO ALL the numbers in question.

If you're given two numbers and asked to find their HCF, just LIST the FACTORS of BOTH numbers and find the BIGGEST one that's in BOTH lists.

Take care listing the factors — make sure you use the proper method (as shown on the previous page).

So, to find the HCF of 36 and 54, list their factors (factors of 36 = 1, 2, 3, 4, 6, 9, 12, 18 and 36 and factors of 54 = 1, 2, 3, 6, 9, 18, 27 and 54) and find the biggest one that's in both lists — so HCF = 18.

Again, there's a different method you can use if you already know the prime factors of the numbers:

1) List all the PRIME FACTORS that appear in BOTH numbers.
2) MULTIPLY these together to find the HCF.

EXAMPLE $180 = 2^2 \times 3^2 \times 5$ and $84 = 2^2 \times 3 \times 7$. Use this to find the HCF of 180 and 84.

$180 = (2) \times (2) \times (3) \times 3 \times 5$ $\quad 84 = (2) \times (2) \times (3) \times 7$

2, 2 and 3 are prime factors of both numbers, so HCF = $2 \times 2 \times 3 = 12$

Don't be put off by the fancy names

Method 1 is much simpler in both cases, but make sure you learn Method 2 as well — just in case the exam question specifically tells you to use the prime factors or the numbers are really big.

Q1 a) Find the lowest common multiple (LCM) of 9 and 12. [2 marks]
b) Given that $28 = 2^2 \times 7$ and $8 = 2^3$, find the LCM of 28 and 8. [2 marks]

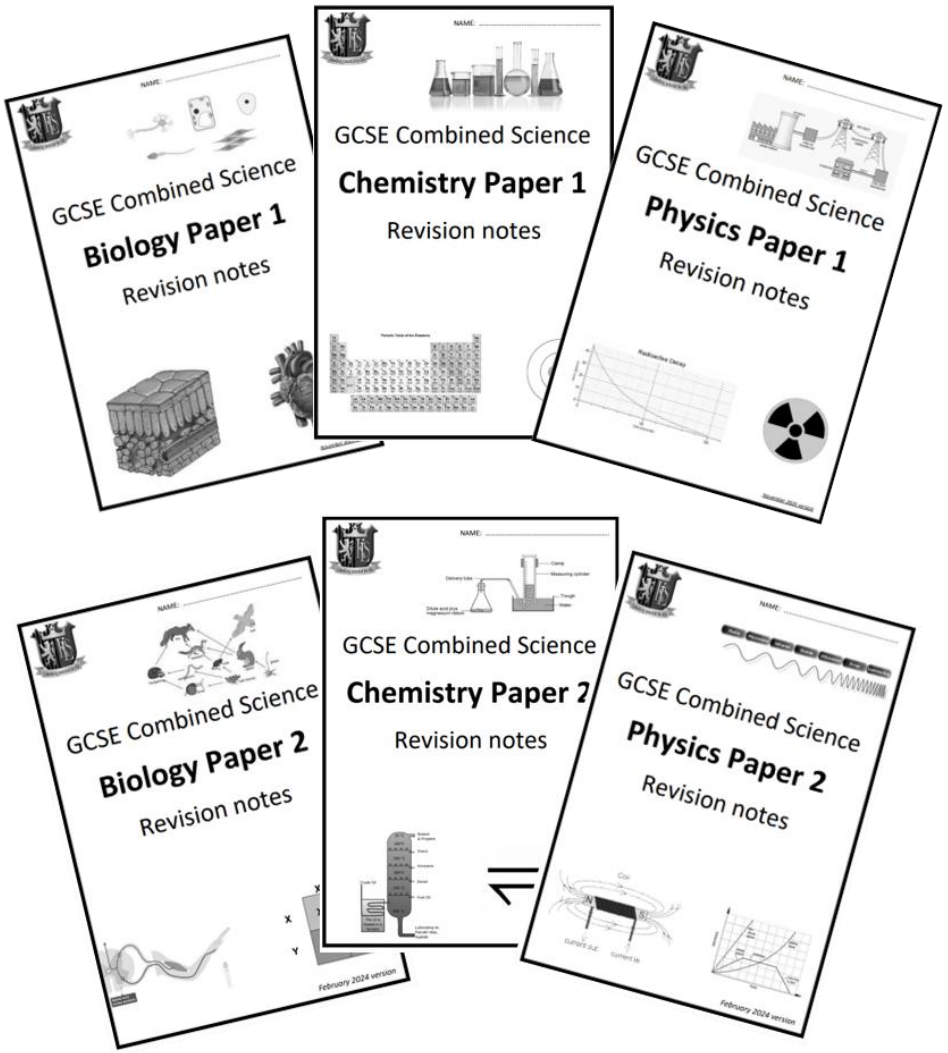
Q2 a) Find the highest common factor (HCF) of 36 and 84.
b) Given that $150 = 2 \times 3 \times 5^2$ and $60 = 2^2 \times 3 \times 5$, find the HCF of 150 and 60. [3 marks]

Q1 Video Solution

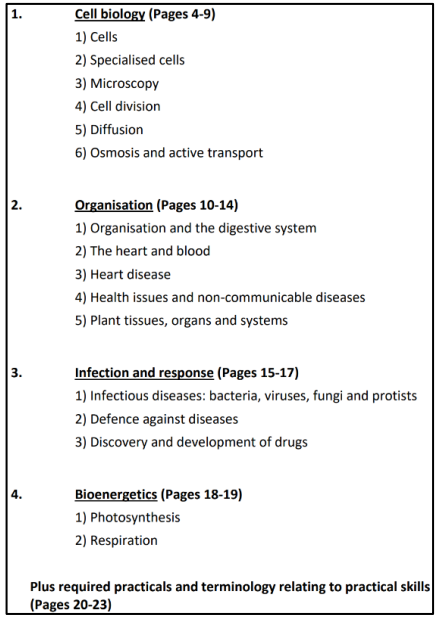
Science

- There are **six** science exam papers and this is the same for both Combined Science and separate Biology, Chemistry and Physics GCSEs:
  - **Paper 1 Biology** and **Paper 2 Biology**
  - **Paper 1 Chemistry** and **Paper 2 Chemistry**
  - **Paper 1 Physics** and **Paper 2 Physics**
- The topics in the Paper 1 exams were largely covered in Year 9 and Year 10.
  The topics in the Paper 2 exams were largely covered in Year 11.
- The Combined Science exams are all **1 hour 15 minutes long**.
  The separate Biology, Chemistry and Physics exams are all **1 hour 45 minutes long**.

Science

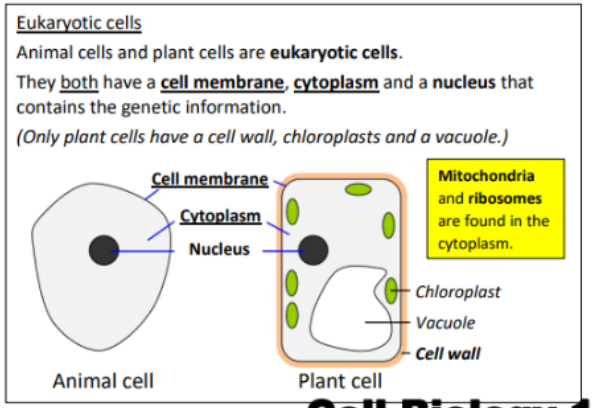


- There is **a lot of knowledge to remember** in science and students also need to be able to **apply this knowledge to new contexts and examples** in their exams.
- To help students learn the key facts, we have produced A5 revision notes booklets containing **knowledge organisers for every topic** and students should have copies of these.
- There is one booklet for each exam paper.



1. **Cell biology** (Pages 4-9)
   1) Cells
   2) Specialised cells
   3) Microscopy
   4) Cell division
   5) Diffusion
   6) Osmosis and active transport
2. **Organisation** (Pages 10-14)
   1) Organisation and the digestive system
   2) The heart and blood
   3) Heart disease
   4) Health issues and non-communicable diseases
   5) Plant tissues, organs and systems
3. **Infection and response** (Pages 15-17)
   1) Infectious diseases: bacteria, viruses, fungi and protists
   2) Defence against diseases
   3) Discovery and development of drugs
4. **Bioenergetics** (Pages 18-19)
   1) Photosynthesis
   2) Respiration

Plus required practicals and terminology relating to practical skills (Pages 20-23)



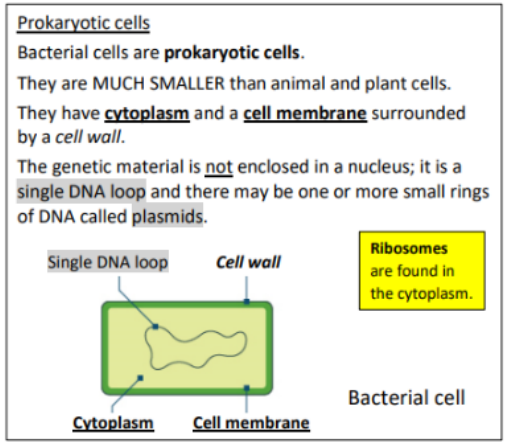
Eukaryotic cells

Animal cells and plant cells are **eukaryotic cells**.

They both have a **cell membrane**, **cytoplasm** and a **nucleus** that contains the genetic information.

(Only plant cells have a cell wall, chloroplasts and a vacuole.)

Cell membrane
Cytoplasm
Nucleus
Mitochondria and ribosomes are found in the cytoplasm.
Chloroplast
Vacuole
Cell wall
Animal cell
Plant cell



Prokaryotic cells

Bacterial cells are **prokaryotic cells**.

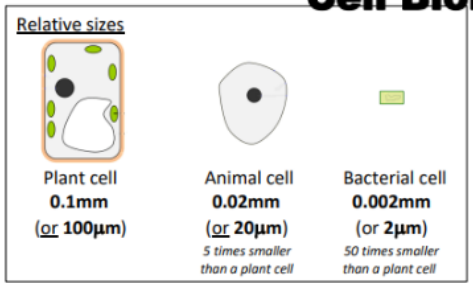
They are MUCH SMALLER than animal and plant cells.

They have **cytoplasm** and a **cell membrane** surrounded by a *cell wall*.

The genetic material is not enclosed in a nucleus; it is a single DNA loop and there may be one or more small rings of DNA called plasmids.

Single DNA loop
Cell wall
Ribosomes are found in the cytoplasm.
Cytoplasm
Cell membrane
Bacterial cell

Cell Biology 1



Relative sizes

Plant cell **0.1mm** (or **100µm**)

Animal cell **0.02mm** (or **20µm**) *5 times smaller than a plant cell*

Bacterial cell **0.002mm** (or **2µm**) *50 times smaller than a plant cell*

mm = millimetre *(1/1000 of a metre or 1 x 10^{-3}m)*
µm = micrometre *(1/1000000 of a metre or 1 x 10^{-6}m)*

Part of cell	Function	
Nucleus	Contains genetic material which controls the cell	Animal and plant cells
Cytoplasm	Where most of the reactions happen	Animal, plant and bacterial cells
Cell membrane	Controls movement of substances in and out of the cell	Animal, plant and bacterial cells
Cell wall	Strengthens the cell (and supports the plant)	Plant and bacterial cells
Chloroplasts	Absorb light energy for photosynthesis	Plant cells only
Vacuole	Filled with cell sap to keep the cell turgid (firm)	Plant cells only
Mitochondria	Where most energy is released in respiration	Animal and plant cells
Ribosomes	Where protein synthesis takes place	Animal, plant and bacterial cells
Single DNA loop	Carries most of the genetic information	Bacterial cells only

Science

We will be providing weekly diagnostic knowledge check questions so that students can regularly test themselves.

To revise effectively in science, we would encourage students to:

1. **Identify their priority topics** on the revision checklists and knowledge organisers.
2. **Make flashcards** on each piece of priority knowledge in those topics, with a prompt or question on one side and the information on the other side (as concisely as possible).
3. **Test themselves using their flashcards**, saying the answer for each flashcard out loud before they check the other side.
4. **Do blank page retrieval** on that information in their exercise book, writing out everything they can remember and then going back and checking what they've missed using the knowledge organiser.
5. **Find past exam questions** on that topic and practise answering them.

They may also find it helpful to watch revision videos on the topics they have missed or don't understand to help fill in these gaps, such as www.youtube.com/@Cognitoedu.

PRE

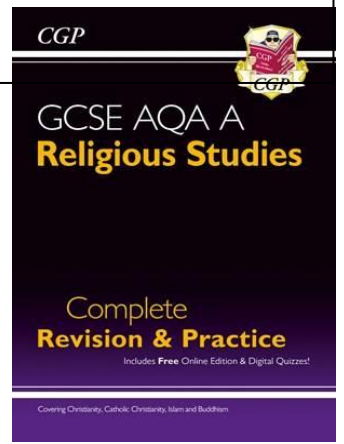
Revision Tips for Religious Studies (PRE):

- Create **flashcards** with key words on one side and definitions on the other. Use your **knowledge organiser** to make these. Alternatively, there are Key Word tests in the **Resource Bank** in Classroom 42 for which all students have a subscription this year.
- Read the **BBC Bitesize** pages below or watch the **Youtube videos** on topics you are less confident on. Make notes on key points. After watching, put your notes away and try **blank page retrieval** to test yourself.
- Complete **practice questions**. You can use the '**Examinator**' tool to complete practice questions on Classroom 42. The tool will mark these and provide feedback. You can also find past papers [with mark schemes and model answers] at aqa.org.uk**.**

Online links to revision resources

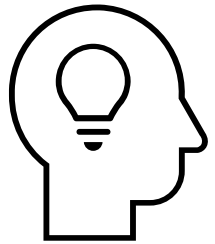
BBC GCSE Bitesize revision, videos and tests to check your knowledge of Christianity and Islam or Judaism.

Revision videos covering Christianity, Islam and all the Themes.



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3. Supporting your child through this year



Feedback from the Year 11 survey

141 students completed our revision survey before half-term.

Their most common concerns were:

- **Deciding what to revise and prioritising.**
- **Remembering everything you need to know.**
- **Finding the motivation to revise and organising your revision.**
- **Managing your time and workload.**

Our aim, with your support, is to help them manage these concerns and build their confidence.

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Students said…

Many are feeling **tired, overwhelmed, anxious**… and **determined**. They want to do well but need help and support to be able to do their best.

Most **don't feel confident** about Year 11 and their exams.

So we are aiming to…

- ✓ Help them break down their revision into manageable, weekly goals;
- ✓ Focus on building small, consistent revision habits; and
- ✓ Create a clear plan to help them identify what to do next.

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Students said…

One of their biggest concerns is **remembering everything they need to know**.

So we are aiming to …

- ✓ Show them how to use knowledge organisers, flashcards and retrieval practice to help them remember key information; and
- ✓ Help them build a revision process that helps learning stick.

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Students said…

The stage of revision that they are finding most difficult is **deciding what to revise and prioritising**.

They would like more help with **getting started** and **organisation**.

So we are aiming to help them…

- ✓ Identify 4 priority topics in each of their subjects and show them how to revise these in a way that will help them master them; and
- ✓ Create a realistic 4-week revision plan and clear next steps to work on.

Students said…

Their **wellbeing**, in general, is **positive** and **stable**, good and improving moods and **enjoying daily life**.

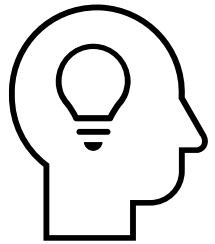
They said they feel **less fresh and rested** than they would like to be.

So we are aiming to help them…

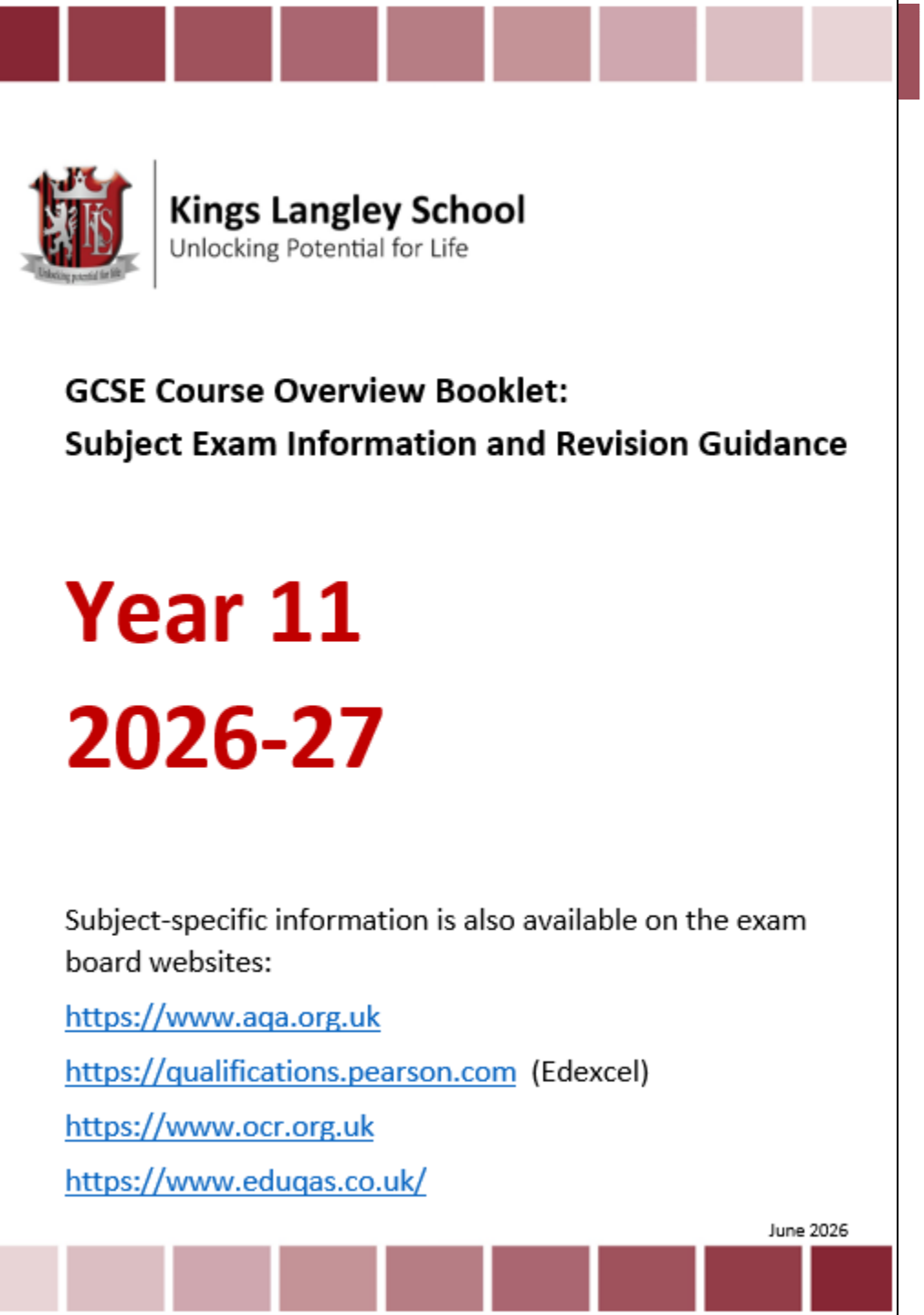
- ✓ Raising the awareness and importance of sleep with parents and students.
- ✓ Encouraging students to have a well-balanced, manageable and targeted revision plan

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What are we doing in school to support your child?



1. Course information, exam information and links to revision resources, revision websites and practice exam papers



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GCSE Course Overview Booklet:
Subject Exam Information and Revision Guidance

Year 11
2026-27

Subject-specific information is also available on the exam board websites:

https://www.aqa.org.uk

https://qualifications.pearson.com (Edexcel)

https://www.ocr.org.uk

https://www.eduqas.co.uk/

June 2026

2. Exam boards + recommended revision guides/websites

GCSE subject	Exam board	Recommended revision guide or website
English Language	Eduqas	https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_pastpapers A selection of past papers and mark schemes https://www.youtube.com/@GuigLit?cbrd=1 A YouTube channel created by Mr McGuigan, with plenty of walkthrough videos tailored to the examinations https://app.senecalearning.com/classroom/course/2ab60fa3-f3a8-4111-ac88-09d7b39fdeb3 https://app.senecalearning.com/classroom/course/8a9eec3a-6039-48c0-a8ad-e4b923f7acca Tailored resources that enable you to work through the English Language specification https://www.bbc.co.uk/bitesize/examspecs/zpxh82p A range of revision materials including videos and tests. https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1461 'Knowledge organisers' to support your English Language revision
English Literature	Eduqas	
Maths	Pearson Edexcel	MathsWatch
Combined Science	AQA Trilogy	Oxford Revise AQA GCSE Combined Science Higher Revision and Exam Practice *Foundation version also available*
Biology	AQA	Oxford Revise AQA GCSE Biology Higher Revision and Exam Practice *Foundation version also available*
Chemistry	AQA	Oxford Revise AQA GCSE Chemistry Higher Revision and Exam Practice *Foundation version also available*
Physics	AQA	Oxford Revise AQA GCSE Physics Higher Revision and Exam Practice *Foundation version also available*
PRE	AQA A	CGP GCSE Religious Studies: AQA A Complete Revision & Practice

GCSE subject	Exam board	Recommended revision guide or website
Art	Pearson Edexcel	*GCSE Coursework Schedule 2026-27*
Business	AQA	Business - 3.1-3.3 Study Book AQA Business - 3.4-3.6 Study Book AQA
Computer Science	OCR	https://www.teach-ict.com/v/GCSE_Computing/OCR_J277/OCR_J277_home.html https://isaaccomputerscience.org/topics/gcse?examBoard=ocr&stage=all#ocr https://adacomputerscience.org/topics?examBoard=ocr&stage=all https://www.youtube.com/@craigndave/playlists
D&T	AQA	GCSE Design & Technology AQA Revision Guide
Drama	AQA	GCSE Drama Play Guide - Blood Brothers
Food Preparation	AQA	GCSE Food Preparation & Nutrition AQA Revision Guide
French	AQA	BBC GCSE Bitesize: GCSE French
Geography		GCSE Geography OCR B Revision Guide includes Online Edition	CGP Books My Revision Notes: OCR GCSE (9-1)
History	Pearson Edexcel	*Pearson Revise revision guides:* Medicine in Britain, 1250 - present and The British Sector on the Western Front Superpower Relations and the Cold War, 1941-1991 Early Elizabethan England, 1558-88 Weimar and Nazi Germany, 1918-39
PE	OCR	Clear Revise Illustrated Revision and Practice: OCR GCSE Physical Education
Spanish	AQA	BBC GCSE Bitesize: GCSE Spanish

3. Intervention and revision opportunities

Year 11 Lunchtime and After-School Revision and Support
November and December 2026

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime		**Music**		**English**	
After school	**Art** (Studio time) **D&T NEA** **Food NEA** **PE NEA**		**English** **D&T NEA** **Food NEA**	**Chemistry**	**Music**

Targeted intervention or drop-ins may also take place in some subjects in addition to these sessions. Where there is more than one subject in a particular lunchtime or after-school slot, we would encourage students to either alternate the sessions they attend or speak to their subject teachers about the topics/skills being covered each week so that they can prioritise which sessions they attend.

Our online Maths intervention will begin in January and this will go live on a Monday for the week ahead.

Intervention in subjects not currently on the programme will also begin in January.

All students have free access to Seneca Learning, an online revision platform that can support their independent revision in most of their GCSE subjects.

4. Revision packs

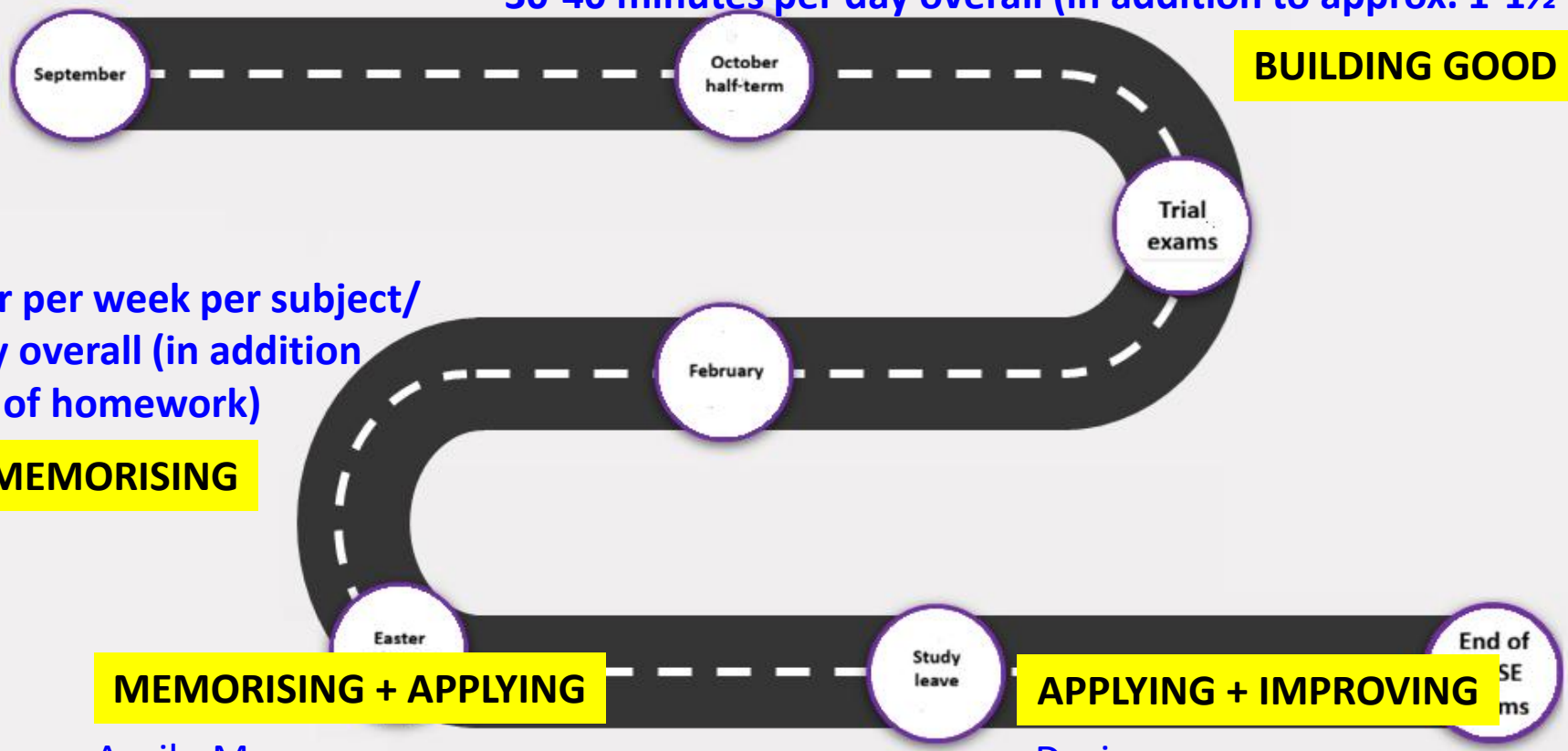


Revision materials to get your child started:

- A pack of Post-it notes
- 20 blank flashcards
- An exercise book for blank page retrieval
- A black pen and a red pen
- Two highlighters (yellow + another colour)
- A jumbo paperclip

5. Our suggested revision roadmap

Starting now means your child can do little and often rather than spending hours and hours revising.



November - January:

20-30 minutes per week per subject/

30-40 minutes per day overall (in addition to approx. 1-1½ hour of homework)

BUILDING GOOD REVISION HABITS

February - March:

40 minutes-1 hour per week per subject/

1-1½ hour per day overall (in addition to approx. 1 hour of homework)

CONDENSING + MEMORISING

MEMORISING + APPLYING

APPLYING + IMPROVING

April - May:

1½-2 hours per week per subject/

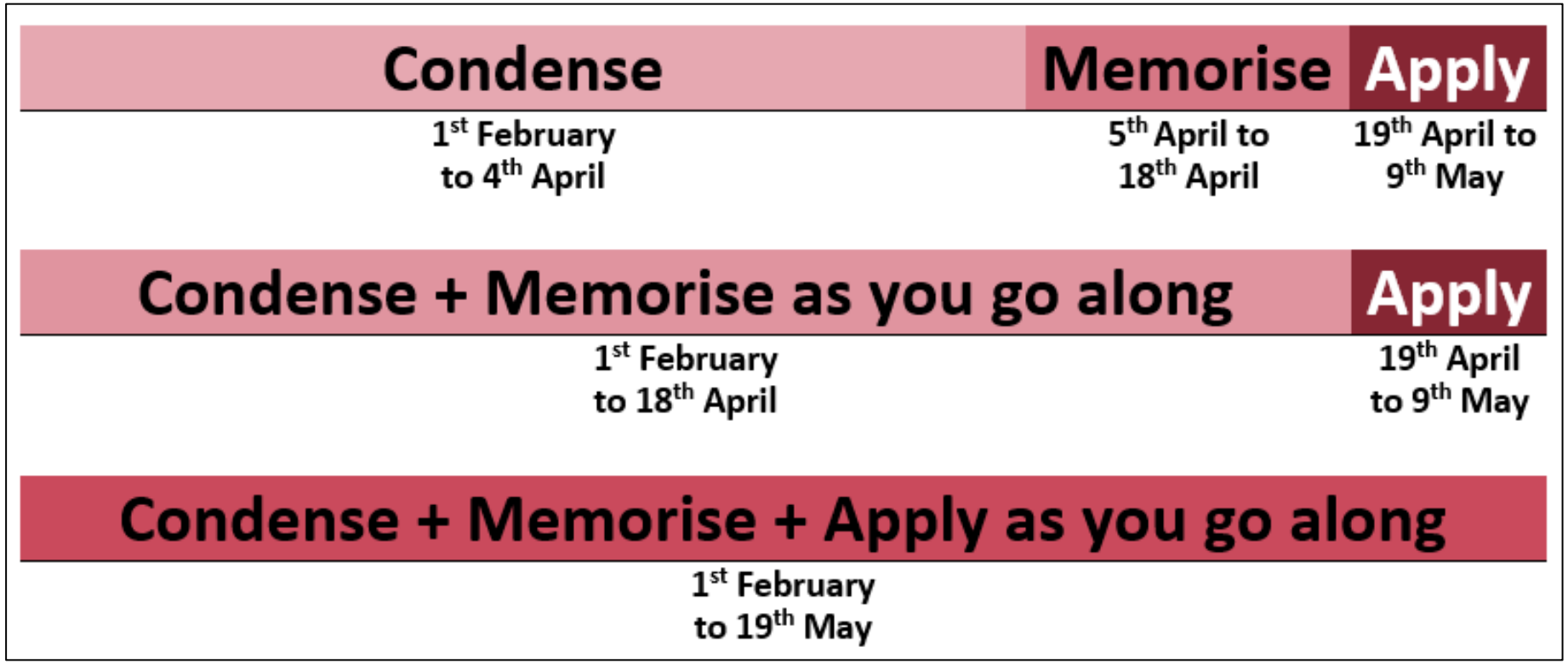
2½-3½ hours per day overall

During exams:

2-2½ hours per week per subject/

3-4½ hours per day overall

5. Our suggested revision roadmap



6. Our revision skills workshops on Monday 2nd November

Inner Drive workshop	KLS workshop
Focused on: • **Multi-tasking** • **Memory** • **Sleep** • **Organisation** • **Managing stress**	Focused on: • **Identification of priority topics** • **Reflecting on why these topics are causing difficulty for you** • **A process to help you revise priority topics**

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6. Our revision skills workshops on Monday 2nd November

Inner Drive workshop	KLS workshop
Focused on: • **Multi-tasking** • **Memory** • **Sleep** • **Organisation** • **Managing stress**	• **81%** said they feel more confident about Year 11 and their GCSE exams. • **84%** said they now feel more confident about remembering everything they need to know. • **89%** said they now feel more able to get started with their revision. • **84%** said they now feel more confident about deciding what to revise and prioritising their revision. • **83%** said they now feel more confident about organising and managing their revision workload.

What were your child's 2-3 'takeaways' from Monday's sessions?

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6. Effective revision: Recommended techniques

1. Retrieval practice



Learning by **pushing information 'in'** (e.g. by re-reading) is not as powerful as…

…learning by <u>retrieval</u>, which **pulls information 'out'** with some form of testing or quizzing

Flashcards	**Blank page retrieval**
Mind maps	**Self-quizzing**

2. Spaced learning



<u>Spaced learning</u> is the idea of **revisiting a topic several times** over a period of days, weeks or months rather than trying to learn it all in one session.

7. Effective revision: Why do students tend to lose marks?

They didn't know it (K)	They didn't revise it effectively (R)
Due to: - Missed lessons - Missed pieces of work	Due to: - Too little revision - Ineffective revision
They didn't understand it (U)	**Exam technique (E)**
Due to: - A lack of genuine understanding when it was taught - Only a superficial grasp of ideas	Due to: - Not using the exam techniques needed for that subject or type of question - Lack of confidence to apply knowledge to new situations

6. Effective revision: Why do students tend to lose marks?

They didn't know it (K)	They didn't revise it effectively (R)
What to do about it: - **Use a revision guide** - **Use BBC GCSE Bitesize** - **Ask your teacher for help**	What to do about it: - Focus on your gaps (not everything) - Use knowledge organisers to give you the key facts - **Use retrieval and spacing to make sure you are revising effectively**
They didn't understand it (U)	**Exam technique (E)**
What to do about it: - **Ask your teacher to go over it with you** - **Watch online videos** - **Go to intervention sessions**	What to do about it: - **Practice doing past exam questions** - **Mark your answers using exam board mark schemes**

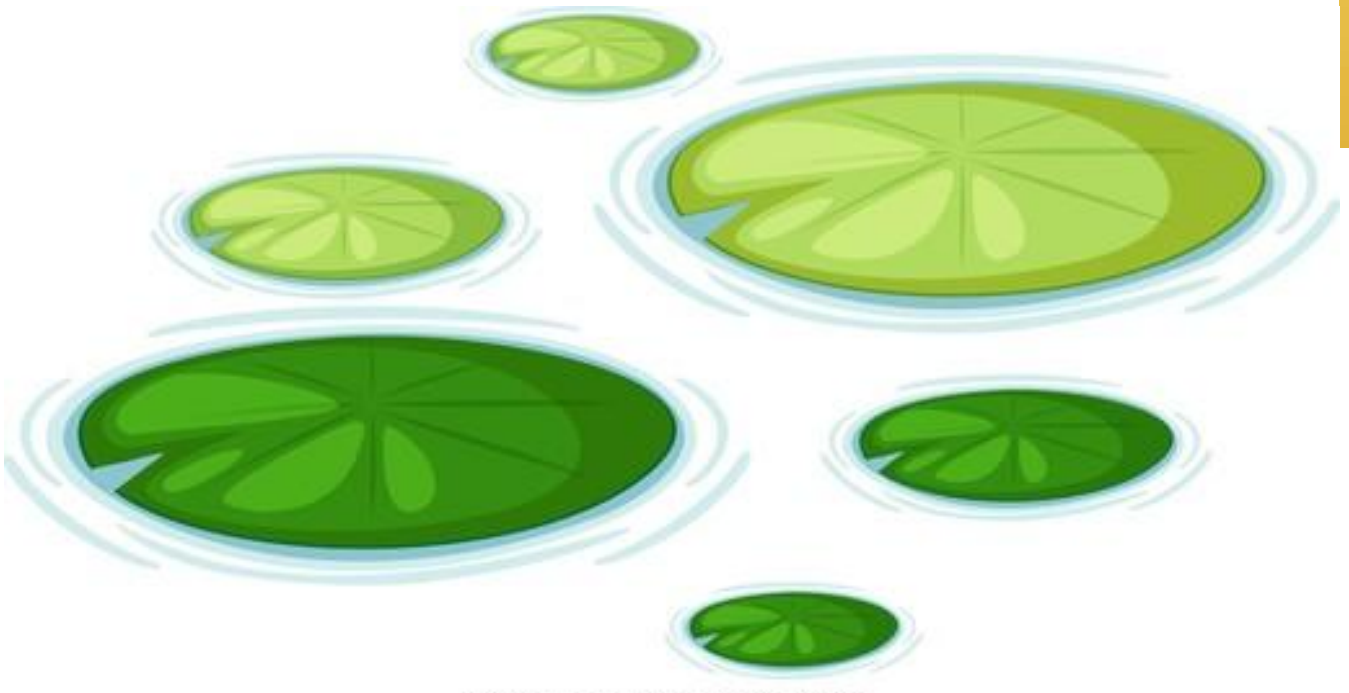
7. Exam Access Arrangements

- The diagnostic tests that students sat in July have enabled us to identify students who may need further assessment for support and Miss Reeve is leading on this.
- In addition, the tests have identified some areas that we are going to focus on with the year group as a whole, including handwriting speed.

Please encourage your child to make use of their exam access arrangements if they have been awarded them as it means they are on a level playing field and can make such a difference to their grades,

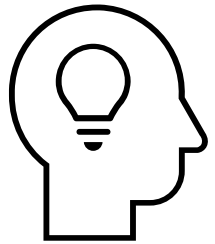
9. Positivity!





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Ideas for supporting your child at home



The Power of Sleep

World Health Organisation-5 Questionnaire	January 2026	September 2026
“I have felt cheerful and in good spirits”	2.69	2.54
“I have felt calm and relaxed”	2.90	2.87
“I have felt active and vigorous”	2.89	2.77
“I woke up feeling fresh and rested”	3.43	3.43
“My daily life has been filled with things that interest me”	2.68	2.63

The Power of Sleep

Suggested Next Steps: Prioritise Sleep and Recovery

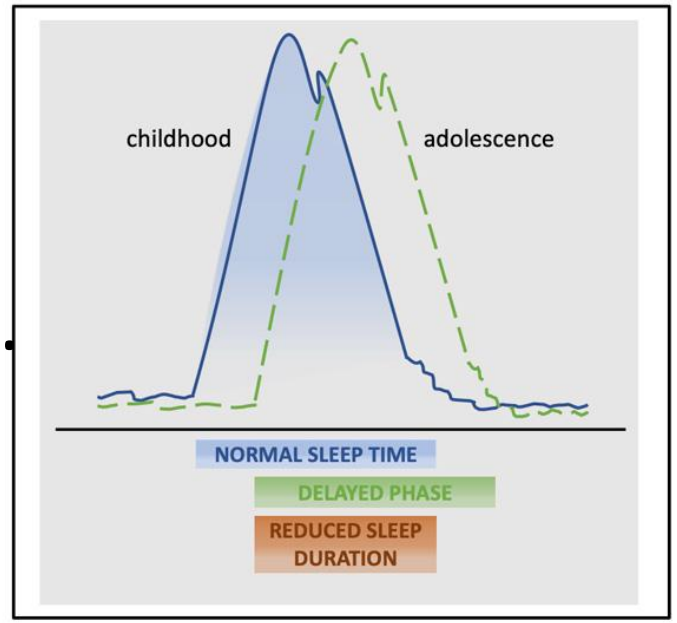
Given that “I woke up feeling fresh and rested" is consistently the lowest-scoring question:

- Deliver wellbeing education focused on sleep hygiene.
- Give support to cope with workload and deadlines.
- Promote healthy device use before bedtime.
- Signpost support for those experiencing difficulties with sleep.

The Power of Sleep

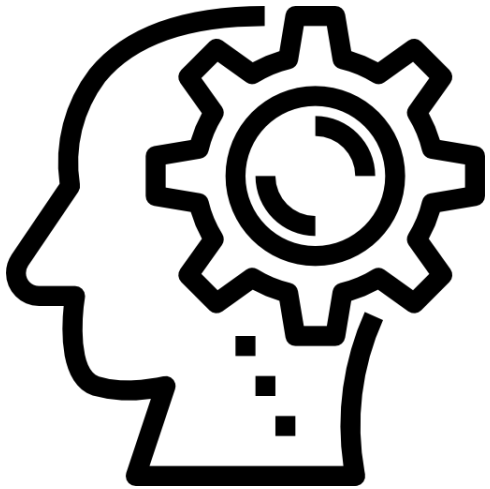
Teenagers need **between 8 and 10 hours of sleep per night** to thrive. However, evidence shows that up to 68% of teens regularly fall short of this target on school nights.

During adolescence, a natural biological shift in your child's circadian rhythm (internal body clock) delays their sleep phase, meaning their brains naturally do not feel tired until later in the evening. Combined with early school start times, this biological shift makes it incredibly easy for teenagers to accumulate a massive ‘sleep debt’.



The Power of Sleep

Learning



✓ **Locks in memory**

The brain transfers daytime learning into long-term memory during deep sleep

Mental health



✓ **Regulates mood**

Deep sleep cycles release emotional ‘happy hormones’ that build resilience

Physical health

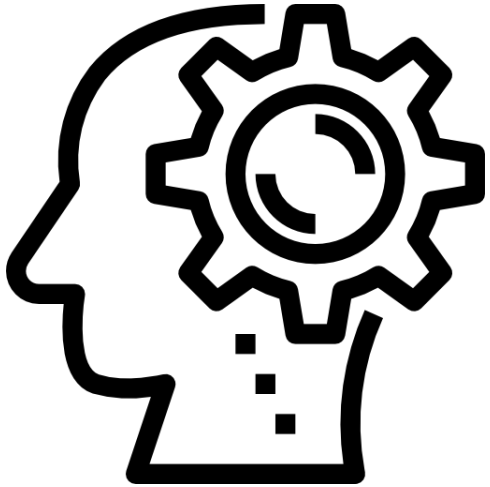


✓ **Repairs the body**

Growth hormones are released during non-REM sleep to heal tissue and muscles

The Power of Sleep

Learning



✘ Impaired cognition

Reduced attention spans, slower information processing → lower academic performance

Mental health



✘ Emotional distress

Strongly linked to increased irritability, anxiety, and a higher risk of depression

Physical health



✘ Weakened immunity

Increases vulnerability to illness, guards less against obesity, and slows recovery

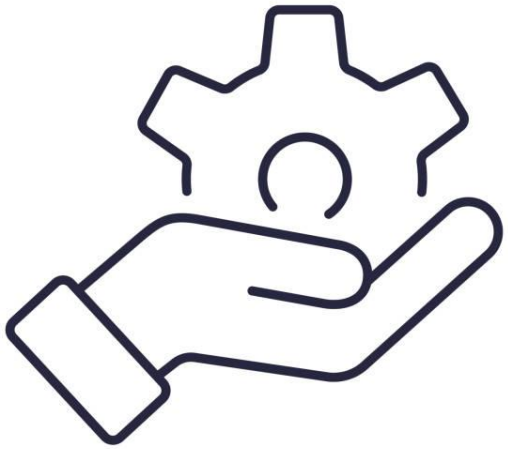
The Power of Sleep – Supporting sleep at home

Adolescents still need parental support to help them regulate their habits and protect their sleep health.

You can guide them to build better sleep hygiene with these practical steps:

1. Enforce a media curfew	2. Maintain consistency (even at the weekends)	3. Optimise the bedroom environment	4. Manage stimulants	5. Encourage a ‘brain dump’

Helping your Child Feel in Control



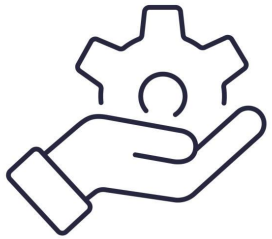
Shifting accountability for GCSEs from parent to teenager requires moving from a ‘manager’ role to a ‘consultant’ role.

When parents take full responsibility for planning, nagging, and worrying, teenagers naturally opt out of the mental load.

To foster true ownership, you must establish clear structures where they experience the direct relationship between their effort and the outcome.

1.Shift the goal ownership	2. Co-create a timetable (rather than imposing one)	3. Establish logical consequences and clear boundaries	4. Use side-by-side modelling	5. Transition to active tracking

1. Shift the goal ownership

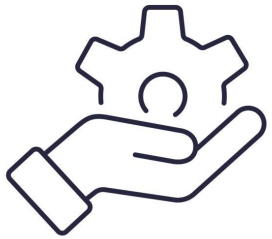


If you are the one setting the targets, you are the one who cares about whether they achieve them or not! Flip this dynamic by making them define their own success criteria.

- **The exercise:** Sit down and have them write out every GCSE subject. Next to each, list their most recent exam grade.
- **The ‘Proud Grade’:** Ask them: *"What grade would make you feel genuinely proud of yourself when you open that envelope in August?"* Let them pick it - even if it's lower than what you would like them to be aiming for or higher than what you think is realistic.
- **The ‘Delta’:** Calculate the exact gap between their current mock grade and their ‘proud grade’. Suddenly, the motivation is about meeting their own expectations, not yours.

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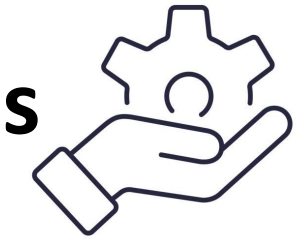
2. Co-create a timetable, don’t impose one



A schedule enforced by a parent or carer is an invitation for rebellion or passive resistance. Ownership begins with planning.

- **Give them the pen:** Sit down with a blank weekly planner. First, block out non-negotiable ‘fun’ time - football practice, gaming with friends, family dinners and down-time.
- **Treat them like an adult:** Show them the remaining blocks of time and ask, *"Where are you realistically going to fit in your revision sessions?"*
- **Keep sessions bite-sized:** Encourage them to schedule manageable chunks (e.g. 20-30 minutes of active work followed by a 5-minute break). If they design the schedule, they are accountable to the clock, not to your nagging.

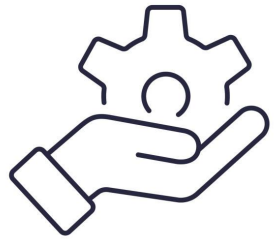
3. Establish logical consequences and clear boundaries



Accountability relies on a clear understanding of cause and effect. Frame boundaries around their autonomy.

- **The rule of ‘work before play’:** Tie daily privileges (like phone data, console time or going out) to the completion of their agreed revision blocks. It shouldn't be a screaming match: *"Once your two 30-minute revision blocks are done, the Wi-Fi password is yours."*
- **Let them face the reality:** If they choose not to revise and perform poorly in an exam or assessment, resist the urge to rescue them. Facing the natural consequence of a disappointing grade or having to attend mandatory school intervention classes is a powerful wake-up call.

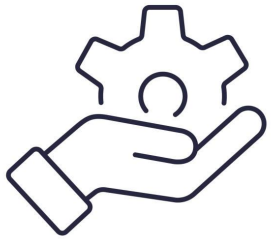
4. Use ‘side by side’ modelling



Teenagers are highly sensitive to hypocrisy and lectures. Instead of telling them to work while you watch TV, model the behaviour of tackling hard tasks.

- **The co-working strategy:** Sit down at the kitchen table together. Say, *"I really don't want to do our household budgeting and admin right now, and I know you don't want to do your revision. Let's both put our phones on the counter, set a timer for 20-30 minutes, and power through our tasks together. Then we'll grab a snack."*

5. Transition to active tracking

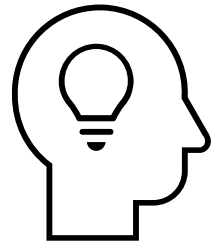


Instead of asking *"Have you revised today?"* (which usually triggers a defensive *"Yes"*), look for tangible output.

- **Inspect the product, not the time:** Accountability means producing something measurable. Ask to see the *results* of their study block: a completed Seneca learning module score, a stack of flashcards, a page of blank page retrieval or a completed red-inked past exam paper.
- **Praise the process:** Focus your feedback entirely on their effort, consistency and strategies, rather than fixating solely on their baseline intelligence or final grades.

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4. Preparing for the Year 11 trial exams in December



Year 11 trial exams: December 2026

- The trial exams start on **Wednesday 2nd December.**
- The trial exams finish on **Thursday 17th December**.

French/Spanish speaking exams:

- **Monday 30th November**
- **Tuesday 1st December**
- **Wednesday 2nd December**

Each student will be given an individual exam time on one of these dates

Art exam days:

- **Wednesday 2nd December**
- **Tuesday 8th December**

All students will do two exam days in Art on both of these dates

Year 11 trial exams: December 2026

This is the updated version of the exam timetable. Please note there have been some changes to the version shared at the information evening on 5th November.

School Week	Date	Session 1 Start Time: 8:35	Break 11:10 - 11:25	Session 2 Start Time: 11:30	Lunch 12:35 - 13:05	Session 3 Start Time: 13:10
Week 1 timetable	Monday 30th November	French/Spanish Speaking		French/Spanish Speaking		French/Spanish Speaking
	Tuesday 1st December	French/Spanish Speaking		French/Spanish Speaking		French/Spanish Speaking
	Wednesday 2nd December	Art + French/Spanish Speaking		Art + French/Spanish Speaking		Art + French/Spanish Speaking
	Thursday 3rd December	English Language (2 hrs)				Maths: Non-Calculator (1 hr 30 mins)
	Friday 4th December	Combined Science: Biology (1 hr 15 mins) + Biology (1 hr 45 mins)		Spanish Reading (H - 1 hr / F - 45 mins) + French Reading (H - 1 hr / F - 45 mins)		Business (1 hr 30 mins)
Week 2 timetable	Monday 7th December	English Literature (2 hr 30 mins)				French Writing + Spanish Writing (H - 1 hr 15 mins / F - 1 hr 10 mins)
	Tuesday 8th December	Art		Art		Art
	Wednesday 9th December	Maths: Calculator (1 hr 30 mins)				Geography: Paper 1 (1 hr 30 mins) + History: Paper 2 - Cold War (55 mins)*
	Thursday 10th December	Combined Science: Chemistry (1 hr 15 mins) + Chemistry (1 hr 45 mins)				PRE (1 hr 20 mins)
	Friday 11th December	D&T (1 hr 45 mins) + Food Preparation (1 hr 45 mins)		Geography: Paper 2 (1 hr)		Computer Science (1 hr 20 mins) + Music (1 hr 15 mins) *History: Paper 2 - Cold War (55 mins)*
Week 1 timetable	Monday 14th December	Drama (1 hr 45 mins) + PE: Physical Factors Affecting Performance (1 hr)		French Listening (H - 45 mins / F - 35 mins)		History: Paper 3 - Weimar & Nazi Germany (1 hr 30 mins)
	Tuesday 15th December	English Language (1 hr 45 mins)				
	Wednesday 16th December	Combined Science: Physics (1 hr 15 mins) + Physics (1 hr 45 mins)		Spanish Listening (H - 45 mins / F - 35 mins)		Computer Science (1 hr 20 mins) + PE: Socio-Cultural Issues & Sports Psychology (1 hr)
	Thursday 17th December	PRE (1 hr 20 mins)		Geography: Paper 3 (1 hr 30 mins)		
	Friday 18th December					

** Students who have an exam clash on Wednesday 9th December (Session 3) will sit their Geography exam on Wednesday 9th December and their History Paper 2 exam on Friday 11th December. Any other exam clashes will be managed on an individual student basis.*

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Answering your questions

From the survey, how are the kids feeling about their readiness for their mocks and the class topics being covered?	Want to remove electronic devices / distractions but lots of exam revision is online, how do you suggest we manage this?
Some advice on revision books or programmes that can be used.	Help with stress and mental health – signs and support we can offer.
Practice papers and revision apps please.	How do we manage them if they are not seen to be revising or tell you to leave them alone?
How will the school ensure that during class the topics are being covered sufficiently, especially with teachers leaving and replaced with supply teachers?	I remember being given 100 questions and answers for PRE that was soooooooo helpful last year but I can't find them. We would work our way through these, tick the ones we knew and highlight ones to return to. Can these be found again?
What support will be offered for students unable to attend school and who missed the study skills workshop because they can't attend school?	Appreciate this is about revision, but it would be great to understand the extent of which Mocks marks influence what A-levels students can apply for should they want to stay on for 6th Form.



Sixth Form Open Evening

- **Sixth Form Open Evening**
  Thursday 26th November
  6pm-8pm
- **Applications for Sixth Form September 2027 entry open**
  See letter from Mr Scott
  Deadline: Fri 11th December
- **Apply Now**







Thank you for coming today.

Enjoy the rest of your evening.

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