



WATLING
— ACADEMY —

Year 11 Learning Pathways Evening

Mr Cassidy

Aims of this evening

- Expectations of GCSE students
- Working together to support our students
- Key dates
- Curriculum
- Assessment & Progress
- Exams and NEAs
- Communication
- Attendance & Punctuality
- Academic support and intervention
- Revision
- Resilience
- 6th Form

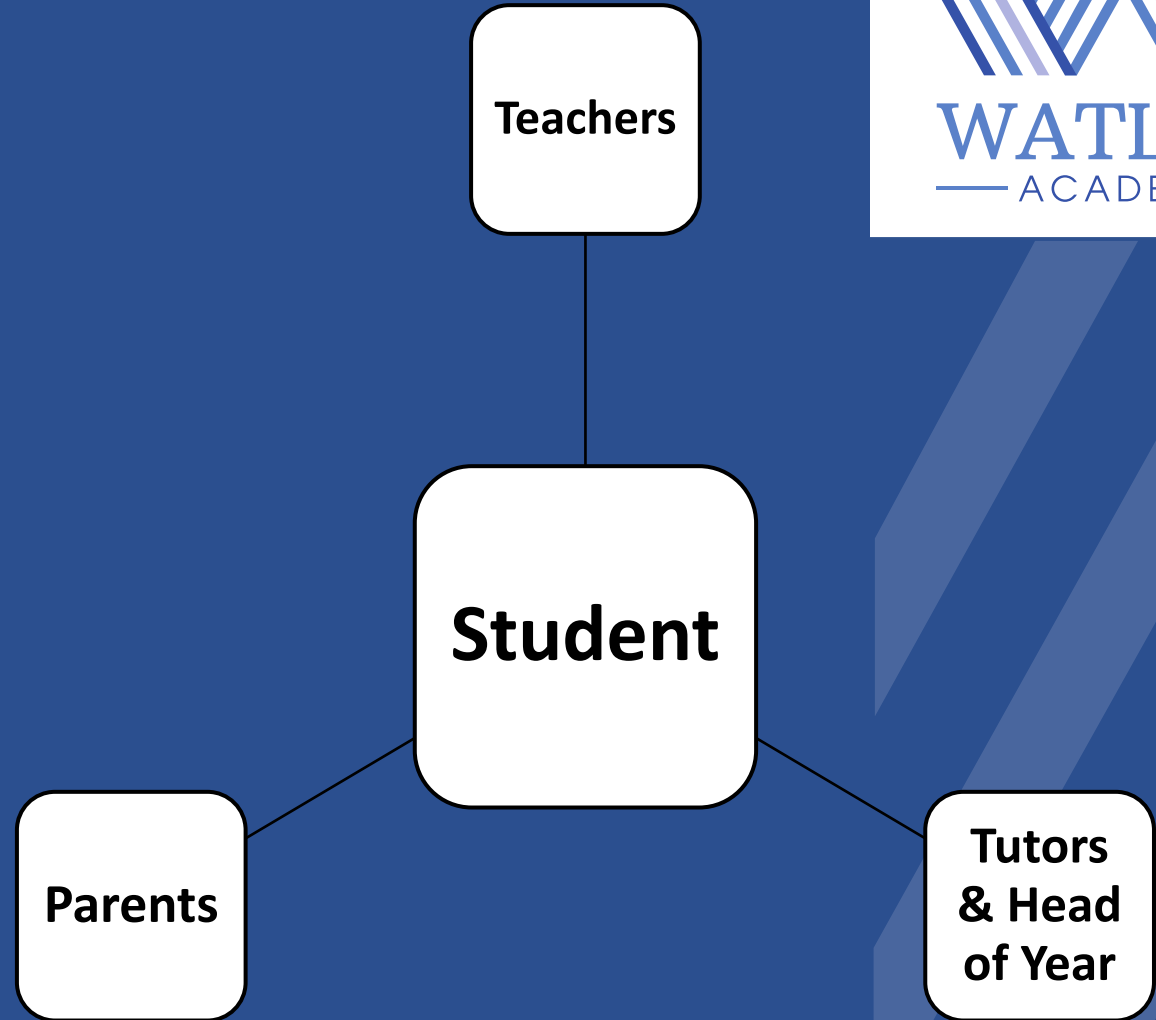
Key Dates – Year 11 2024-25

- 23rd September -4th October – Year 11 Mock Exams
- 15th November – Progress Report 1
- 21st November– Subject Consultation Evening
- 5th December – Year 12 Open Evening
- 9th-19th December – In class assessments
- 12th December – Academic Mentoring Afternoon
- January – Year 11 Student/Parent Interviews
- 16th January – Shared Learning Evening
- 31st January – Progress Report 2
- 3rd-14th February – Year 11 Mock Exams
- 21st March – Progress Report 3
- 27th March – Subject Consultation Evening
- 28th April-2nd May – GCSE MFL speaking exams
- 8th May – GCSE Exams begin
- 25th June – GCSE Exams end
- 27th June – Year 11 Prom
- 21st August – GCSE Results Day



Working together in partnership

- GCSE years are challenging but not impossible
- They require sustained effort and determination – Marathon not a sprint
- Students will have a support network around them



Role of the Teacher

- Support students with developing their knowledge and understanding
- Guide students on their areas to improve through regular assessment and feedback
- Signpost students to revision resources and techniques
- Support students with their subject concerns
- Develop and maintain motivation
- Maintain contact with parents
- Years of experience



Role of Student

- Take responsibility for your own learning
- Be actively engaged and motivated
- Actively participate in lessons
- Speak to the teacher if you do not understand
- Complete all classwork and homework to the best of your ability
- Catch up on any work missed
- Maintain a tidy exercise book – be PROUD of your work.
- Plan to revise and do it
- Know when key assessment dates are coming up and make sure you meet deadlines
- Engage with feedback and learn from mistakes
- Take initiative and be proactive



Role of the Tutor

- Advocate in school
- Mentoring & support
- Helping to develop motivation – rewards and praise
- Looking at goals and career pathways
- Supporting planning and organisation
- Delivering our tutorial programme
- Maintain regular contact with parents



Welcome to Watling Academy

A very warm welcome to Watling Academy and thank you for your interest in our Academy.

FIND OUT MORE

Intent

Implementation >

Subject Pages >

SEND

Remote Learning

Assessment

Homework

Alternative Education

Exams

Learning Pathway Evenings &
Curriculum Summaries

Art

Computing

Design Technology

Drama

English

Food and Nutrition

Geography

Health and Social Care

History

Mandarin

Maths

Music

Physical Education

Religious Education

Science

Sociology

Examinations



Why do we do mock exams?

- Practice exam skills
- Develop familiarity with exam procedures
- Writing stamina
- Revision

Key Dates

24th-4th October: Year 11
Mock Exams 1

9th -19th December: In –
class assessments

3rd -14th February: Year 11
Mock Exams 2

28th April – GCSE MFL
speaking exams begin

8th May – GCSE exams
begin



Public Examinations

- The rules of Public Examinations are directed by the JCQ.
- “These regulations have been produced to ensure that the integrity and security of the examination/assessment system is always maintained and is not brought into disrepute. The regulations adhere to the requirements of the qualification regulators in England, Wales, Northern Ireland and Scotland.”



Public Examinations

Students MUST ...

- Be in full school uniform.
- Have all the necessary equipment (at least 2 pens, maths equipment, pencils, ruler and a rubber.)

YOU CANNOT BORROW EQUIPMENT

Calculators are required for ALL science exams

Calculators are required for Maths Calculator papers

- Not talk or communicate in any way in the exam room

You **must not** take into the exam room:

- a) notes;
- b) AirPods, Earphones/Earbuds, an iPod, a mobile phone, a MP3/4 player or similar device, a watch, smart glasses or any other smart device.

Any pencil cases taken into the exam room **must** be see-through.

Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.

Non-Examination Assessments (NEAs)



- Previously known as Coursework
- Not applicable for all subjects but for those that it is applicable to, it is a very important aspect
- Carries a significant percentage towards a qualifications final grade
- **Top Tips:**
 - Students need to be aware of what elements of their NEA they need to complete
 - Students need to be aware of their deadlines
 - Do not leave it to the last minute to complete assessment tasks

Homework

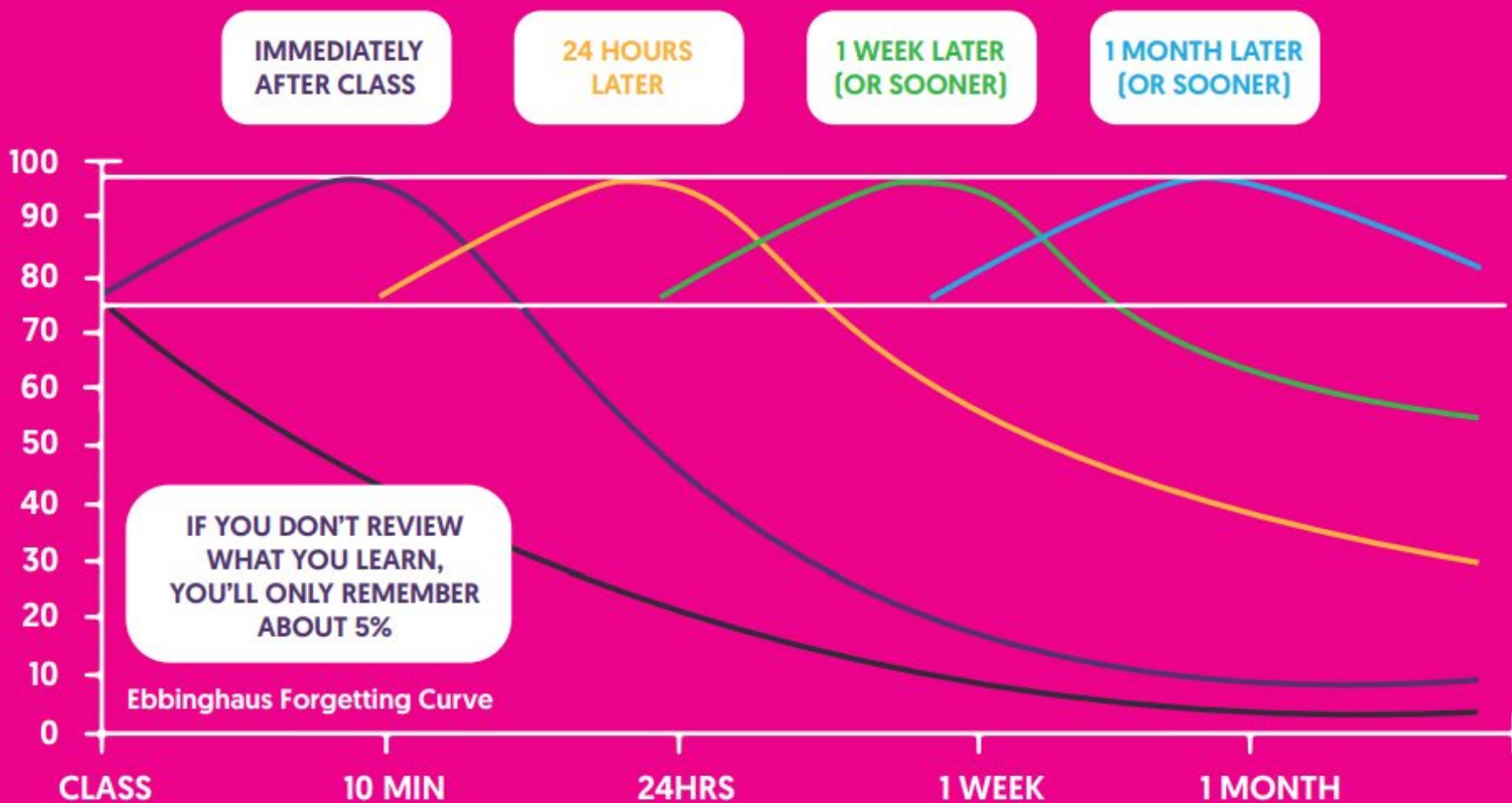
- Homework is set regularly via Class Charts.
- Retrieval Quizzes should take between 15-20 minutes to complete.
- Exam skills homework tasks should take students between 30-45 minutes to complete
- Support for students within homework clinic.
- Students will be rewarded for regularly completing homework

Fortnightly Homework tasks set in all subject except Well-Being & Core PE

1 x Knowledge retrieval quizzes
2 x Exam skills or exam related assignments

YOU'LL FORGET THIS IN 24 HOURS!

Did you know that you forget 80% of what you learn in the first 24 hours?
This is why cramming for exams doesn't work!



It is proven that by reviewing what you've learnt at regular intervals, you can reduce how much you forget to just 10%

Review your work 4 times within a month and you'll remember nearly 100%

GCSE Pod

- ❑ Online platform to support with revision and practicing of key knowledge learnt in the classroom.
- ❑ Linked to GCSE courses of study
- ❑ Provides support videos (pods) and knowledge quizzes to help you remember key content
- ❑ Longer exam question style assessments
- ❑ Provides instant feedback on what students get right or wrong and what they need to work on.



gcsepod
education on demand



What are Target Grades?

- Target Grades are set in Year 7 and then re-considered in Year 9.
- Target grades are set using a National Database, looking at the results of previous students of similar abilities and backgrounds
- They help us identify areas of learning that may need improving and require intervention.
- Target grades are NOT a guarantee of what a student will achieve. Neither are they a 'ceiling' of what can be achieved.

What are CLGs? (Current Learning Grades)

- The teacher uses information from assessments, classwork and homework to give each student the level at which they are currently working.
- These CLGs can then tell us if there is a gap between their current learning grade and their target grade.
- This allows teacher's students and parents to work together to put in appropriate intervention to close this gap.
- The CLG enables us to celebrate what is going well and what needs to be improved.

Mrs Barford



Year 11

Overview of
Intervention



Academic Support and Intervention



- Ongoing throughout the year
- Teacher Assessments
- Mocks
- In-Class
- Out of class
- NEAs

What is intervention and how do we decide who has it?

- Interventions are highly specific additional activities intended to support students in raising their levels of achievement.
- Students Current Learning Grades will be compared to target grades to support decisions on intervention
- Intervention only work with the full support of parents

Examples of Year 11 Intervention

After school
booster
sessions

Walking
Talking
Mocks

Subject
Intervention
days

Power
weeks

GCSE POD

NEA
Intervention
Days

Holiday
Revision

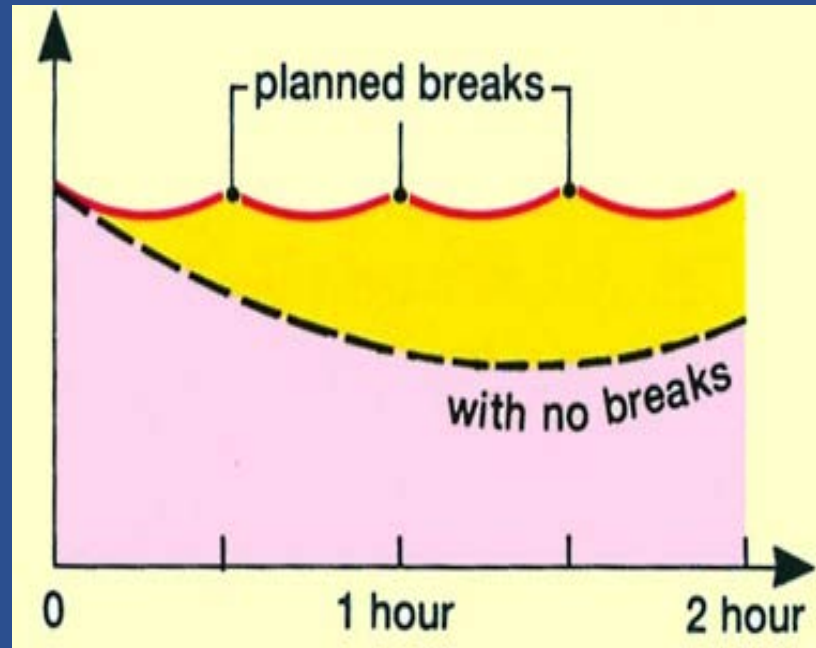
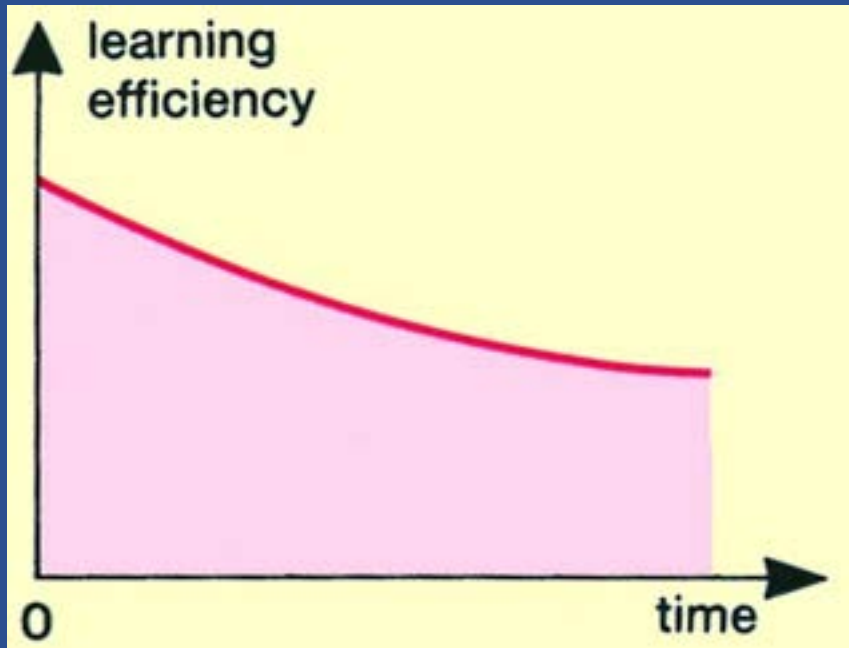
Exam
Wrappers

Subject
Conferences

Revision

1. Create the right environment
 - Minimise distractions
 - Positive habits
2. Use different techniques to stay engaged
 - Be active
 - Online
 - Flash cards
 - Mind Maps

Revision – Little and Often! Breaks are important





**Parenting isn't
stressful at all.**

JESSICA, AGE 27

What is my role as a Parent?



- Work together with the school
- Be the cheerleader, the counsellor, the coach, the motivator, the information gatherer, the project manager and the supplies coordinator
- There will be mood swings and unexpected behaviour – make home life as calm and supportive as possible

6 ideas to get started

1. Take a moment to think what your role might be
2. Discuss with your child what will be involved in the revision process at home
3. Respond positively when they ask for help
4. Be prepared to be told they don't want help – doesn't mean don't do anything at all
5. Try to attend all parents' evenings and year 11 support sessions
6. If you are in any doubt, contact the school – Form tutor, subject teacher

Miss Scarr

Tutorial Programme and Wellbeing Lessons



Tutorial programme and Wellbeing Lessons

Assemblies

Assemblies are school meetings that happen **every week** for year 11.

Celebration assemblies

These take place once a half term

They are a way of recognising the achievements of students in various subjects across the school

Reading Rules Programme

The Reading Rules program as a weekly session led by form tutors.

Tutorials and Wellbeing

The tutorials are weekly PSHE-based lessons with subject-related themes.

Wellbeing lessons once a week, in forms, led by their form tutor.

House Challenges

House Challenges are an exciting opportunity to earn house points.

STEM Challenges

STEM skills are in high demand in the job market and that participation in STEM challenges can lead to exciting opportunities and careers in these fields.

During the tutorial programme, students will get involved in various activities to enhance their learning and engage with different aspects within the school.

Supporting Student Wellbeing

The emotional wellbeing of children is just as important as their physical health. Good mental health allows young people to develop resilience, cope with the ups and downs in life and grow into healthy adults.

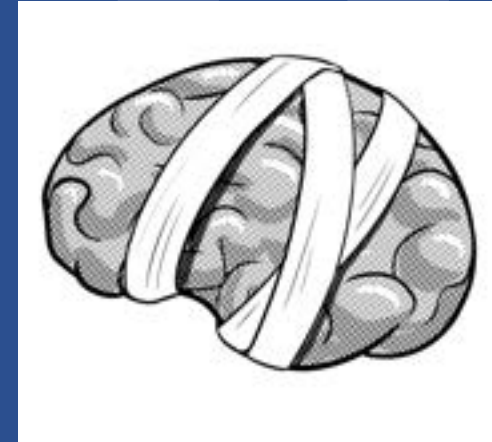
What can you do?



Take time to do some research about mental health issues and symptoms with young people. Point your child towards websites or helplines that can give them information as well. Here are some useful websites to get you started: www.mind.org.uk www.youngminds.org.uk



Talk to your child about any worries they have, be supportive and show empathy and understanding. Try to avoid persistent questioning but encourage them to open up to you and reassure them that you are there to help them.



Handling the Pressure

Survey research has identified that exams are a significant source of stress and worry for pupils in secondary school. In particular, failing important examinations, and the consequences of failing these examinations, are rated as more important than a range of other personal and social worries.

What can you do?

Watch out for signs of stress and encourage your child to talk to a member of school staff or someone who they feel is supportive. If you feel your child isn't coping, it may also be helpful for you to talk to their teachers at school

Remind your child that feeling nervous and anxious is normal. Support them to be organised, have a routine and build a revision timetable. Try not to add to their pressure by being flexible with them.

Exam stress can be really challenging, not only for children but for those that live with them.

Aspirations

Studies shows that students with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations.

What can you do?



Talk to your child about their career, education or life aspirations. Be positive about what their hopes and dreams are and encourage them to start to be proactive in achieving them.



Try to raise your child's aspirations by highlighting new opportunities. Develop their self-esteem, motivation and expose them to role models to look up to. Inspire your child to be excited about their future and motivate them to pursue their dreams.



Building Resilience

Resilience is the ability to overcome adversity, 'bounce back' during difficult times and get back to feeling good. It is about having the capacity to adapt to difficult circumstances, and using tools and resources available to do so.

What can you do?



Help your child navigate their ups and downs by encouraging them to carry out resilient behaviours. You can be a building block in helping them build healthy habits, such as looking after their mental health, getting enough sleep, doing exercise, eating healthy food, hobbies, socialising or relaxing. Watch the video on YouTube to understand why resilience is important to young people's health: <https://www.youtube.com/watch?v=0Wocj5oTReU>



Staying connected with different people in our lives is the basis for building resilience. Help your child to understand who is in their support network when they face difficult situations. This may be a grandparent, friend, teacher, sibling or sports coach etc. Encourage your child to make time to build relationships, see friends, have fun, take part in hobbies and connect with others regularly..

Attendance and Punctuality

How can you support?

- Ensure your child is punctual to school every day.
- Keep us informed of any absence and the reason.
- Ensure you avoid term time holidays for your family.
- When possible, book medical/dental appointments outside of school time.
- Liaise with Form tutor and Pastoral team should you need support with raising your child's attendance.



Impact of missed Education

	90%	Below 95%	100%
Cumulative loss of Education	= ¼ day missed per week = 4 weeks per year = 1 half term over 2 years	= equates to a loss of one GCSE grade	=No loss of Education

Attendance and Punctuality



- Punctuality is also important.
- **5 minutes late to every lesson = 3 days off per term = 91% attendance**
- After school detentions will be issued for those students who are more than 10 minutes late to lessons in a week.
- A parent mail notification will come out to you, if students are between 10-29 minutes late in a week.
- A letter will be sent out to you, if students are over 30 minutes late to lesson.

The Roadmap to Achieving Your Targets

Consistently good Attendance & Punctuality

Being equipped

Active engagement in learning

Positive Behaviour choices

Engaged in independent study (revision)

Take academic opportunities (interventions)

Communication

