



WATLING  
— ACADEMY —

# Year 11 Learning Pathways Evening

# Mr Brown

# 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
- 6<sup>th</sup> Form

# Key Dates 2025-26



- 23<sup>rd</sup> October— Progress Report 1
- **20<sup>th</sup> – 23<sup>rd</sup> October – Art Mock Exams**
- **3<sup>rd</sup> – 14<sup>th</sup> November – Year 11 Mock Exams**
- 20<sup>th</sup> November – Academic Mentoring Afternoon
- 4<sup>th</sup> December – Year 11 Futures Day
- **4<sup>th</sup> December – Year 12 Open Evening**
- 19<sup>th</sup> December – Progress Report 2
- 6<sup>th</sup>-9<sup>th</sup> January – Year 11 Progress Week
- **8<sup>th</sup> January – Subject Consultation Evening**
- **12<sup>th</sup>-16<sup>th</sup> January – MFL Speaking Mock Exams**
- **2<sup>nd</sup> – 13<sup>th</sup> February – Year 11 Mock Exams**
- **5<sup>th</sup> March – Shared Learning Evening**
- 13<sup>th</sup> March – Year 11 Leavers Photo
- 20<sup>th</sup> March – Progress Report 3
- **23<sup>rd</sup> – 27<sup>th</sup> March – GCSE Art Exam**
- 23<sup>rd</sup> – 27<sup>th</sup> March – Year 11 Progress Week
- 16<sup>th</sup> April – Subject Consultation Evening
- **13<sup>th</sup> April – 8<sup>th</sup> May – MFL GCSE Speaking Exams**
- **8<sup>th</sup> May – 24<sup>th</sup> June – GCSE Exams**
- 26<sup>th</sup> June – Provisional Prom Date
- 20<sup>th</sup> August – GCSE Results

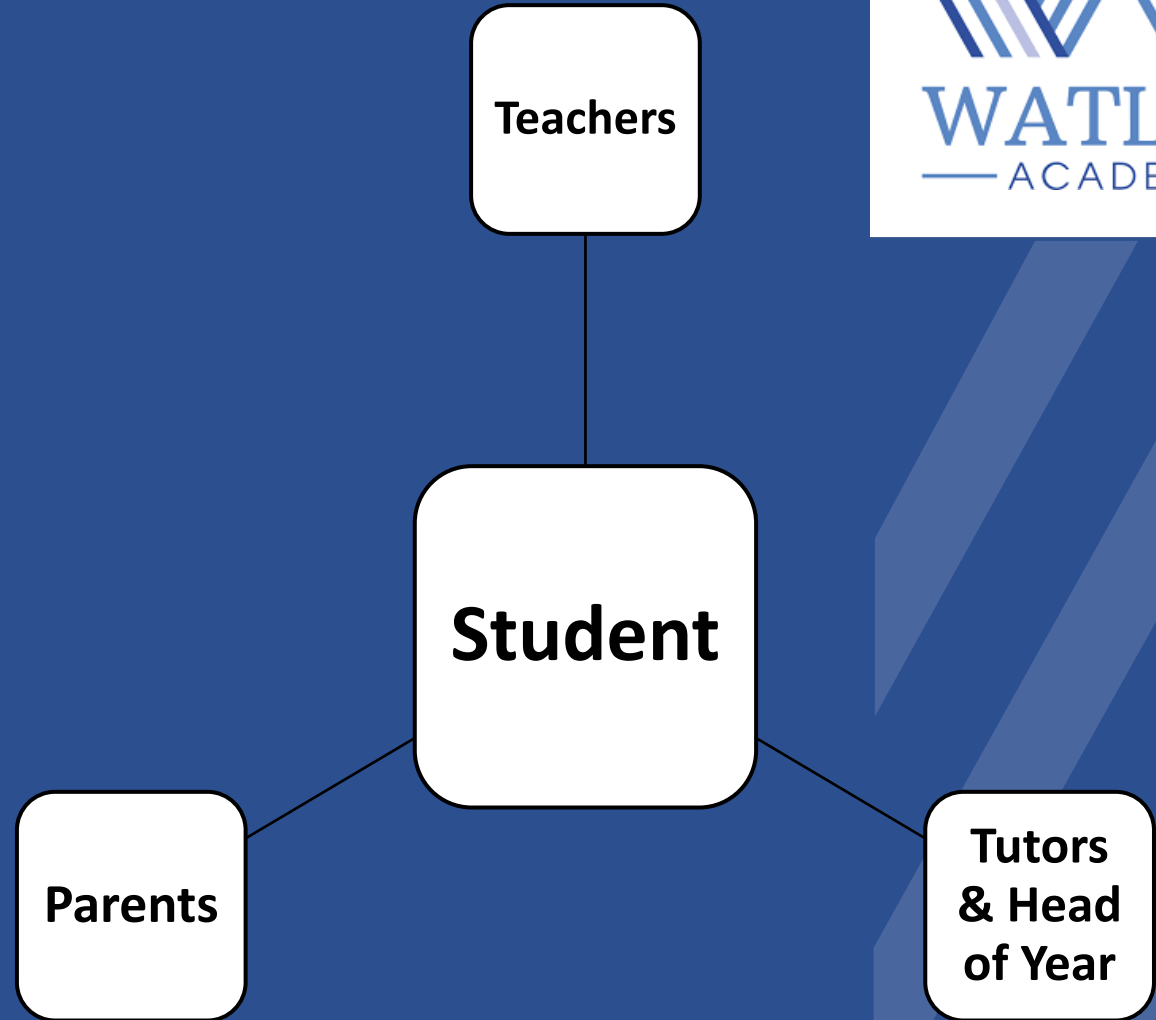


20<sup>th</sup> August  
2026.....



# Working together in partnership

- GCSE years are challenging but not impossible
- They require sustained effort and determination – Marathon not a sprint
- Students will need to 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**

**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**



# Role of the Parent

Parental involvement in a child's education can mean the difference between a high grade at GCSE and a much lower grade (TES Research)

Show an interest in courses and ask questions

Reward students for achievements and progress to boost motivation.

Create a suitable study space away from distractions

Develop routines at home to support with homework and revision

Ensure that students have some down-time

Ensure that students are attending school



# 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

- 3<sup>rd</sup> – 14<sup>th</sup> November – Mock Exams
- 6<sup>th</sup>-9<sup>th</sup> January – Progress Week
- 2<sup>nd</sup> – 13<sup>th</sup> February – Mock Exams 2
- 13<sup>th</sup> April – 8<sup>th</sup> May – MFL GCSE Speaking Exams
- 8<sup>th</sup> May – 24<sup>th</sup> June – Written GCSE Exams

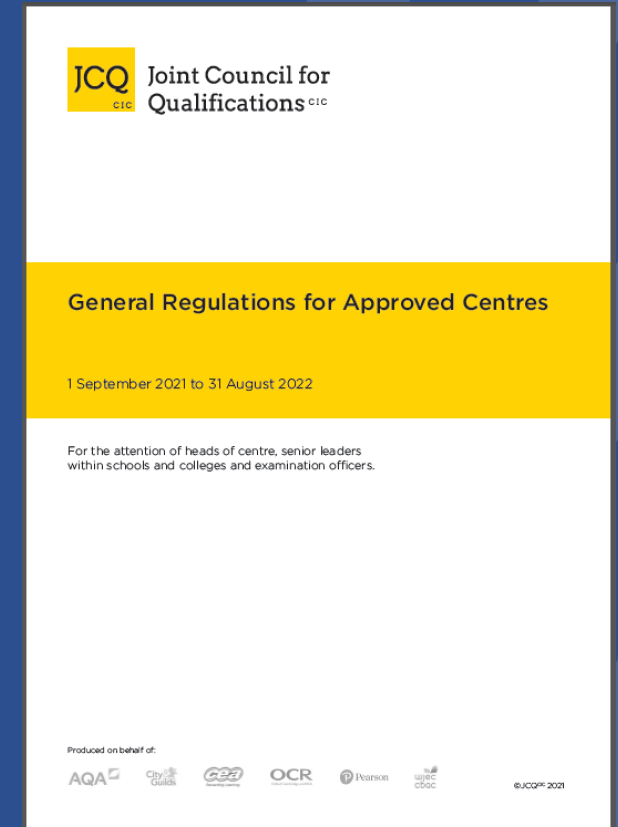


# Public Examinations



**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





# 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.

# Mr Humphris

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

Holiday  
Revision

GCSE POD

NEA  
Intervention  
Days

Subject  
Conferences

Exam  
Wrappers

# Revision

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



# 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

# Mrs Stratton

# Tutorial Programme and Wellbeing Lessons

## Tutorial programme and Wellbeing Lessons

### Assemblies

Assemblies are school meetings that happen every other week.

### 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

### Word of the Week

Led by tutors and intended to build and develop vocabulary to support students in all subjects.

### 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.

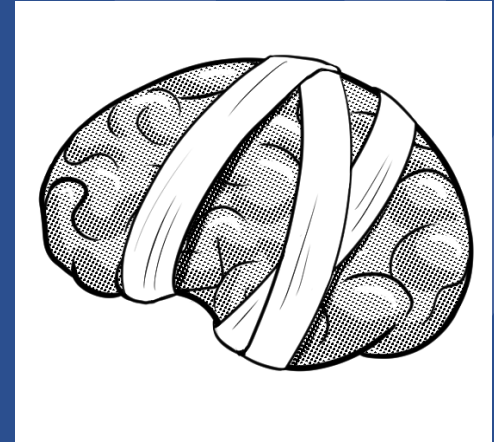
## What can you do?



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](http://www.mind.org.uk) [www.youngminds.org.uk](http://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.

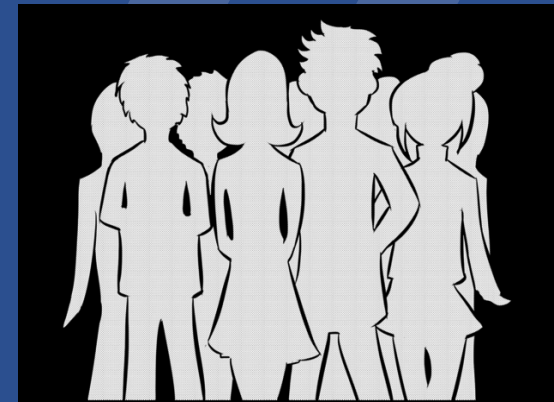
*What can you do?*



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.



# 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 persistently late to lessons
- You will also receive parent mails/ letters if your child is persistently late to lessons so that you can discuss any issues with them.



# 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



# Mr Brown

# Welcome to Sixth Form



Respect, Responsibility, Kindness



# Our Vision



- Two years is not a long time. Preparing for the future and the world of work is integral to our job over the next two years.
- Our vision is to equip every young person with the skills, knowledge and confidence they need to thrive beyond the school gates.
- Through high-quality teaching, exceptional support, and meaningful enrichment opportunities, we are committed to preparing your child for the next steps in their educational journey and helping them take the first strides towards achieving their career ambitions.

# Our USP:



Online Lessons

Bespoke Enrichment Programme

Student Appraisals

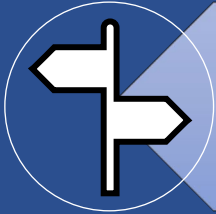
ALL students as leaders

Preparation for the modern world of work.

# Next steps



Keep doors open



Consider what pathway is right for you



Attend Watling Academy's Sixth Form  
Open Evening (4<sup>th</sup> Dec)



Apply for Post 16 options