

Year 11 Parents' Information Evening

Welcome



Aims

- Key Diary Dates
- Attendance
- GCSE grading and Flight Paths
- A word from past students
- Study Skills and Habits of Learning Sessions
- Preparation for Exams and Revision Skills
- Mentoring
- Expectations and Responsibility
- Examinations
- Post 16

Good evening and thank you for joining us this evening.

To introduce myself, I am Duncan Rhodes, the Academic Deputy Head. I am here on behalf of Mr Armstrong who is on a year's sabbatical, so he has asked me to look after the academic needs of Key Stage 4 this year.

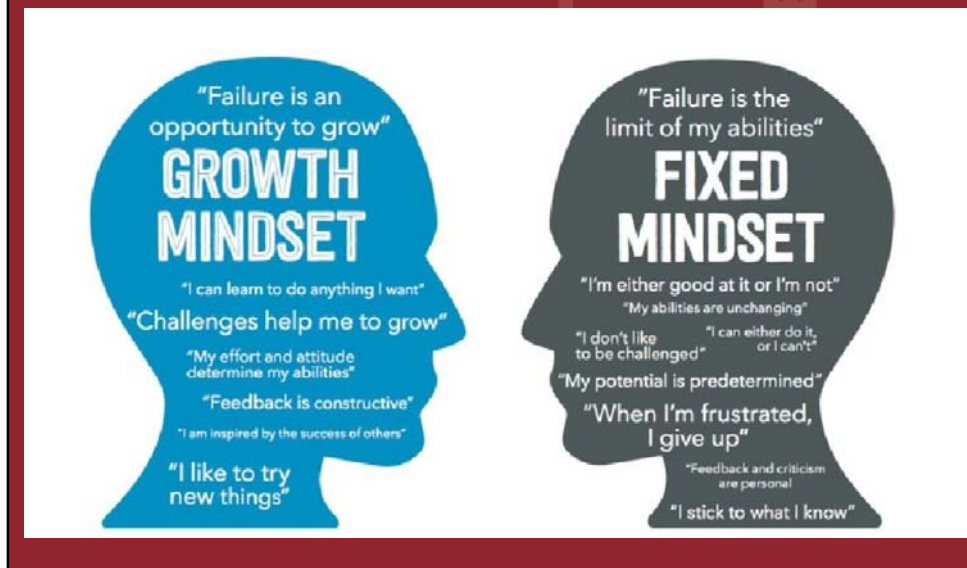
As you can see from this list we have quite a lot to cover tonight. If there is anything we miss please do just let us know at the end before you leave.

This Evening's Staff

- **Mr Duncan Rhodes - SLT link / Deputy Head**
- **Mrs Rachel Bright - AHOY**
- **Mrs Kathryn Denman - PSO**
- **Mr Rich Dew - Careers and Post 16 Advisor**

Hopefully you will by now recognise your Year 11 Academic Head of Year, Mrs Bright, who is responsible for monitoring and supporting the academic progress of your children. Mr Dew is our careers and post 16 advisor. Mrs Denman is our Pupil Support Officer - she is the port of call for a wide range of support issues, more often than not for emotional wellbeing and guidance. Her door is open and having dealt with most matters in her time, is not easily phased by whatever the problem may be.

You can do it!



There is no doubt this will be a challenging year. You have quite a long to do list that includes: post 16 options, mock exams, mock exam results, careers interviews, mentoring towards results and next steps, post 16 applications, revision, final assemblies, exams, results, summer holidays

And that's not mentioning those that volunteer and take on more – being a mentor, DofE, House Music, Sport....the list goes on and on

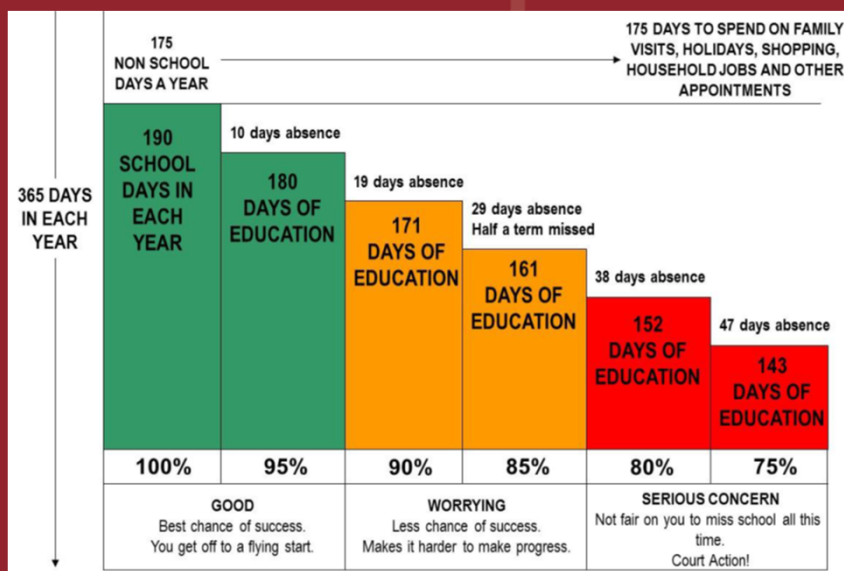
- It can feel like its overwhelming but its important that as parents you are aware and able to support. We want healthy students who are prepared but calm and ready for success. And we take looking after your children very seriously. As Year 11s they become my teams first priority. Looking after themselves through this period is one of the themes we also cover in Learning For Life lessons.
- What you need to remember is that all though it all needs doing, it doesn't all need doing immediately. Picture it as a road with obstacles rather than a wall to climb. Be organised and plan ahead and you will ensure that you do the right things at the right time and you will feel less anxious.
- **We do aim for our students to be resilient** – to learn about the importance of both success and failure on the way to the summer outcomes. We aim for students who believe in themselves and have what the psychologist Carol Dweck named a growth mind set – to not see intelligence as fixed but to recognise that the brain is like a muscle which can be worked to get better. Thinking positively with a belief that it can be done is half the battle.
- This year we want our Year 11s to believe that they **can** do it. Some say that GCSEs are harder. But our students last year said the same and they added significantly more value from their starting points than the national average. In fact on average they added almost $\frac{3}{4}$ of a grade. There is no reason why this year YOU cannot do the same.
- I recall Mr Armstrong giving you an Assembly last year about hitting the reset button – if you feel you have the potential to improve your habits, you can press this any time!
- Hopefully this evening will help us all organise that overwhelming to do list into some sense of a plan. Year 11s don't always think they need help – but we know from experience if you need support you will not be alone. Please do talk to us whenever you need it.

Diary Dates

6 October 2023	Elevate Education
2 November 2023	Post 16 Evening Options Evening
6 November – 17 November 2023	Mock Examinations
28 November 2022	Mock Results and Predicted Grades
29 November 2023	PPTC
8 January 2024	Post 16 Options Deadline
27 March 2024	Full Report

These are some key dates for your diary or the door of the fridge.

Attendance



- It is important that we all acknowledge that the research into outcomes and regular attendance is clear. This graph speaks for itself.
- Year 11 attendance is critical and we should do everything within our control to minimise time off school.
- We monitor attendance closely and when anyone's falls below 95% we send letters home. These are to notify you that your child has dropped below the expected attendance rate.
- We are always grateful for parents supporting us in ensuring that when absence is unavoidable, missed work, homework and exam preparation is caught up with quickly and effectively.

GCSE Grading

Grading new GCSEs from 2017	
New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
U	G
	U

It is important we remember that everyone is running their own race and we should not try to compare ourselves with others. It should be more about the progress you are capable of and less about the grades that you are hitting.

If, like me, you still think in old money, It is important to note changes to grading GCSEs in recent years.

Some students who have grade 7 or 8 targets sometimes feel they are not hitting the top grades – but they are...

- Grades 8 and 7 are equivalent to the old A or A* grades. A grade 9 is rather like an A Star, Star!
- And this is only awarded to the top percentage of the grade 8 students,
- A grade 4 is a low C grade and is referred to as a standard pass
- A grade 5 is a high C/low B, and is referred to as a strong pass. This is seen as the bench mark, so our Sixth Form Entrance criteria expect students to achieve at least 7 grade 5s with 3 grades being at 6 or higher.

And of course, as Year 11 know well, most exams are terminal not modular, in the whole without coursework. This does mean that our students have to prepare carefully: our results this summer suggest that the last cohort prepared extremely well and were a suitable match for the challenge. We have every faith that all of you sitting here tonight will rise to this too.

Elevate Education



About our research and what we have learned.

Elevate began with a simple question: what do students do to get top marks? Rejecting the outdated 'IQ' explanation, Elevate embarked on a mission to find out the real ingredients of academic success.

The research began by surveying thousands of past high school students to gain insight into the key areas of study that separate top students from middle and lower performing students.

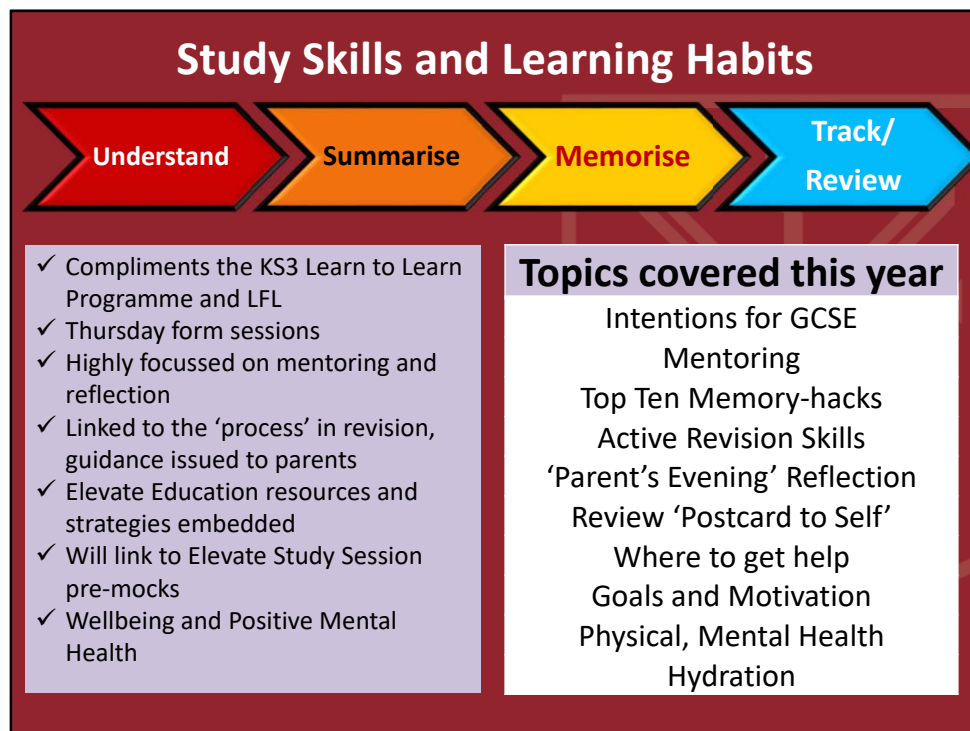
The research then went further, by conducting in depth interviews to nuance the details regarding how students approached the day-to-day of study. How did they set goals? How did they manage their time? How did they memorise information? Manage stress? Keep a positive outlook?

This Friday 6 October, Year 11 will have an afternoon session presented by Elevate Education. The presenters are young, high attaining graduates who refer to evidence based research about what study habits high attaining students use. This research shows that these habits can be used by any student.

They will cover how to use GCSE syllabuses to identify gaps, the best methods for learning, and also include science about our memory and how to improve it.

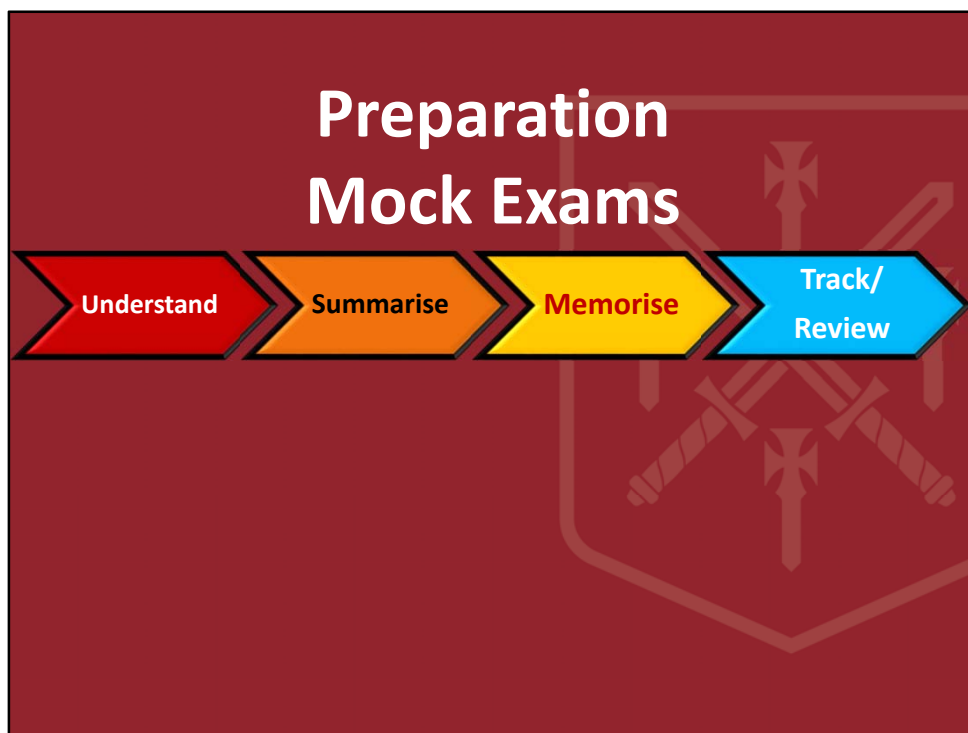
Much of this is also covered in our Good Study Habits programme during tutor time.

This is always an engaging, motivating, and in many cases transformational session, so I hope you will all make the most of it.



Using a company called Elevate Education and our own teaching and learning strategies, we have developed a programme of Good Study Habits and exam strategies. Our tutor team delivered a series of workshops to each tutor group on improving student's learning habits during Year 10, and we are continuing this through Year 11.

The box on the right shows the topics we will be covering and/or revisiting this year.



Hopefully, by the end of this presentation, our message is clear. There is a lot going on this year - but thousands of Year 11 students have taken their GCSEs at King's – and come out with amazing success on results day in August. Just take it sensibly; yes, work hard, but relax too, eat well, exercise, stay healthy, do the things you love.

Let's start with the mock exams:

They start on Monday 6 November and last for two weeks, with most finished by the end of the day on Friday 17 November.

A letter giving clear instructions about where you need to be, and when you need to be there will be sent home in a couple of weeks' time, along with the exam procedures reminder. I'm sure our students will remember exams from Year 10, and most of what they will do will be familiar to them.

Students need to be preparing for those exams now. Any evening when they do not have homework or where the work volume is low, that extra time needs to be spent revising. I have asked teachers to take account of the need to revise, so they will be starting to set revision tasks as homework too. A revision timetable will be a lot of help here, as it will set aside time for your revision rather than just doing it as and when you feel like it, which is likely to be never!

We want students to approach these exams as if they were their summer exams 2024 – albeit that they won't have quite as many as they will in the actual exam period. The main reason for the mocks is to get the practice, pure and simple. If students don't practice how to sit in the hall for up to two hours at a time, or write solidly for that length of time, or quite frankly, concentrate for that time period, particularly without a phone to distract them, they will not know how to time or pace the exam. This leads to panic, which leads to questions being missed or just drawing a blank under pressure. We want our students to feel as prepared as they can be, so stress levels decrease and they can go and show us what they're made of!

It's important that these mocks are an accurate reflection of capabilities.

- We use them to identify students who are on target, and to identify those who are not. This will then help us to guide students in our mentoring sessions and in the support given in departments.
- We use them to make our final predicted grades ready for references for application for post 16 provision or for jobs.

So... mocks are important for lots of different reasons. And we should all be aiming for them to be a positive boost of our young people's confidence in their abilities and prospects. As I've said to all of them, these exams are a chance to show off your knowledge and understanding!



What have we been advising and encouraging in our Good Study Habits sessions? How have we been telling our students to prepare, not just for the upcoming mocks but the summer exams too? And what does good revision look like?

Students need to go over their lesson material again and again to move it from the part of their brain that has to think hard about what it means, what it's purpose is, how does it work, and move it into the part of the brain's long-term memory where it can be stored. Repeated information will eventually be installed in long-term memory then they will be able to articulate it and use it appropriately. Thinking is hard and tiring, so the more students have stored in the memory the less there is to think about. In the exam, the student can devote their time to organising their response and structuring a brilliant answer.

As you can see from the four coloured arrows at the top, the first step in the revision process is **understanding** what they are learning in class. They can't leave a lesson they didn't understand and then do nothing about it. We went over the importance of good book organisation and presentation in the Year 10 Good Study Habits sessions, so students are well aware that their exercise books should be their main revision guide when they start to revise. If there is lesson content that was not clear: ask for help from class teachers, peers, and online resources such as Seneca or Bitesize and many more. If there's any question about which resource to use, check with the subject teacher.

Step 2 in the revision process is **summarising that understanding**. Active summary works much better than passive. Simply reading through or copying out notes is very passive; you don't have to think about it much. Active revision allows students to be creative, and forces them to think about the information they are learning. You are far more likely to recall information in visual form or in a repetitive and active way, making it fun, by turning it into a game also helps.

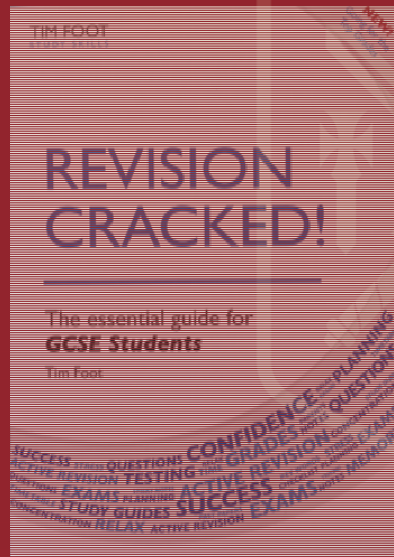
There are some suggestions on this slide, but the key thing is to do something with the information, which they can keep reusing to store it into the long term memory.

The third step is to use the resource they've created to go over and over the information to **memorise it**. Parents can be particularly helpful here in testing students on what they've learnt.

Any finally, Track and Review the process. Will the information and understanding revised so far, answer a GCSE question? Go online, find the exam board website and download either sample papers or past papers and their mark schemes. All the exam boards for each subject at GCSE are listed on the school website. Exam questions are also available in the back of each chapter in text books and on specialised websites, such as Mr Bruff for English.

Ultimately there is no substitute for practise, practise, practise.

Revision Strategies



Each Year 11 student will be given one of these booklets this week.

There are lots of ideas in Tim Foot's book which we have covered tonight regarding revision and exam success: suggestions on Active Revision; advice on how to draw up revision timetables, and how to handle the night before stress.

There is good guidance on budgeting time *within* the exam room and how to tackle questions

There's also advice for parents on the last few pages.

We really want us all to get the balance right between action and pressure, so we hope, therefore, that you find this guidance helpful.

What should revision look like?

As Parents how can you help?	Students, what does effective revision look like?
Provide a suitable time and space for revision. Put the time table on the fridge?	Planned, use a time table.
Remove the phone and online distractions.	Focussed - not distracted.
Get some revision guides and exam SPECs.	Using past question papers to practise.
Supply with healthy snacks and water.	30 minute bursts with 10 minute breaks.
Offer to test and track progress.	Confident, mentally healthy, not sleep deprived.
Ask questions.	Creative and Fun!
Successful in exam outcomes	

Here are some recommendations for how parents can help, and some suggestions for students of what Effective Revision looks like.

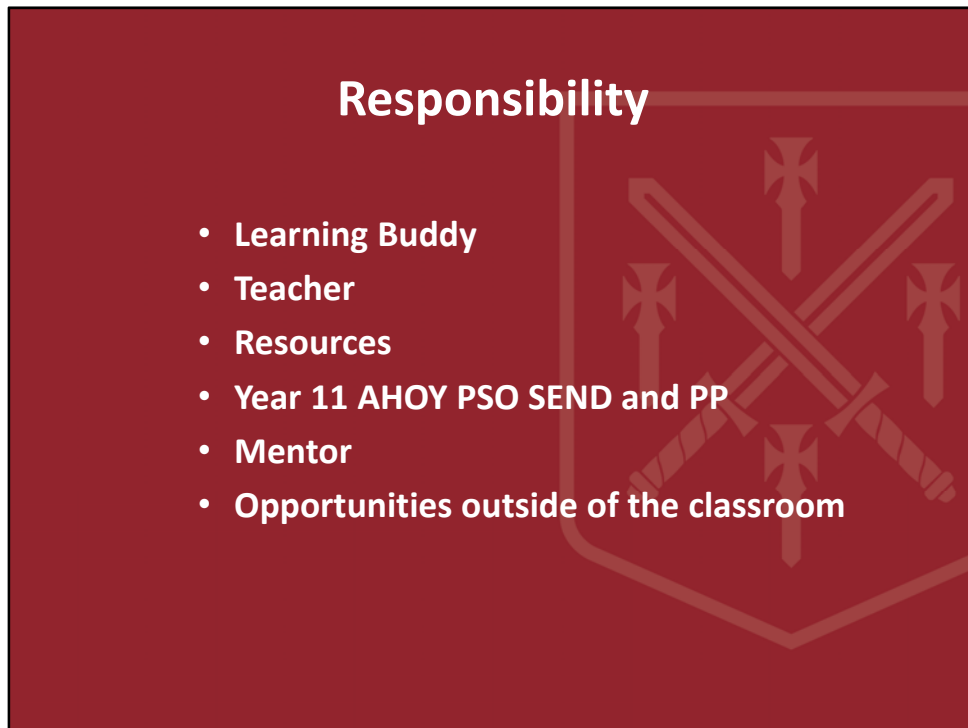
Use these suggestions; check revision looks like this, and the chances are successful outcomes are on their way.



We started the mentoring programme in Year 10, and we've already started another round of mentoring with every Year 11 student this year. Mentors include tutors, Senior Leadership Team members, our Pupil Support Officer Mrs Denman, Mrs Bright, someone from Learning Support or Pupil Premium. The level of mentoring will depend upon the level of need that we perceive.

The whole point will be to help our young people to ensure they get the right balance of work and positive mental health.

We recommend talking to others,
we recommend practising mindfulness which we might do even in Tutor Time,
we recommend getting out into the fresh air carrying on with sport or music and hobbies
We recommend **balance** : the idea is not to work harder but to work smarter and more effectively to do your best.



The King's School Year 11 Team, and the partnership between us and home are all designed to help each and every one of our Year 11s achieve their best; be their best; be happy and confident.

With regards to exam success though, a large proportion of responsibility does, ultimately lie with students.

We recommend one or all of the support networks in and out of school that are shown here.

Learning buddies – make up your own revision club

Teachers – ask questions in class, email them

Resources – you've been working in an exercise book, that is officially your best revision guide. Then buy a guide or go online for guidance; there are some excellent YouTube videos and websites for revision such as BBC Bite Size. Your subject teachers and the exam board websites will have lots of suggestions for you.

Opportunities Outside of class:

- **Art and Photography Open Studio** every lunchtime room 61
- **Art and Photography After School Club** (until 4.30pm) Monday, Thursday
- **Biology** Tuesday lunchtime
- **Chemistry Club** Monday and Thursday lunchtimes
- **English Clinic** Wednesday lunch times room 104
- **Geography** Wednesday lunchtimes, room 91
- **Maths Hub** Wednesday lunchtimes, room 140
- **Music** Tuesday lunchtimes at Madeley
- **Physics** Wednesday lunchtimes Lab 125
- **R.S** Thursday and Friday lunchtimes
- **Technology** Room 81 open every lunchtime

If and when subject teachers and Sixth Formers are able to hold lunch time sessions, go to them. This notice will be up on your form room notice boards tomorrow. Any subject that is not on here yet, will be added sooner rather than later, but do ask your teachers for help in lunch or break times! It might be wise to make an appointment with them so you both have time to explain and look at all options.

Talk to your mentor, your tutor, Mrs Bright, Mrs Denman, your teaching assistant. Talk to your parents!

Again, remember we are only asking you to do your **best**. It is you who has to take the steps forward, we can't do it for you.

If things don't go so well in the mocks, what can you do about it?

We ask, parents, that you discuss these results with your child and attend the Parent's evening shortly after students get their results back.

- Was enough time spent revising?
- Was the revision style effective?
- Was there any content in the exam that they did not know or did not understand?
- Did they manage the stress of two exams a day and possibly 8 to 10 in a week?

As I say to Year 11 all the time, we are extremely proud of the progress they have made so far, but it's just a matter of keeping that momentum going for a few months to show us, but more importantly, to prove to themselves, what they're really made of. Thank you.

Examinations

- Exams Officer Mrs Foster
- School [Website](#)
- Mock exams
- Exam Conduct and Malpractice
- Exam Regulations
- Summer 2023 Statement of Entry
- exams@kings.peterborough.sch.uk

<https://www.kings.peterborough.sch.uk/page/?title=Examinations&pid=92>

- **The Exams Officer is Mrs Foster** and her office is just round the corner from the Hall

With her invigilation team she will ensure you sit the correct examinations under best possible conditions. Please do make contact with her by email if you have any questions.

It is also her responsibility to ensure that students' examinations are not jeopardised by the actions of others.

- All mock / school exams have been run as an actual exam would be - so candidates have had plenty of practice.
- An **Exam Candidate Information** document has been emailed to all candidates and parents this week.
- It refers to official national regulations so it **must** be read by all candidates before sitting exams.
- If you are reported for a breach of regulations, claiming that you were unaware of the regulations is not a defence! This includes any non-examined assessment - which are all treated as equally importantly as written papers.
- Penalties range from awarding zero marks for the unit, all the way up to being barred from all GCSE examinations.
- This sounds harsh but if you breach regulations (malpractice) we **have** to report you.
- **The November Mock Examinations** timetable has also been emailed to candidates and parents this week. Please check this carefully and let Mrs Foster know if there are any clashes or if you have any questions.

• Entries for Summer 22/23

- First candidate Statements of Entry will be emailed (to candidates and parents, via InTouch email) late November / early December.
- These need to be checked for any errors or omissions.
- Clashing papers are sat consecutively
- If there are any AM or PM session where total exams is more than 3 hours, candidates need to see Mrs Foster as soon as possible so arrangements can be made.

A note about coursework/NEA

- whatever date is listed on the Statements of Entry is the deadline for marks to be submitted to the exam board. Teaching staff will confirm with ALL candidates the internal deadline date - this will be well before the Statements of Entry date, to allow for internal marking and moderation.

Mock Exams

- Attend school every day
- Exams or supervised study
- A fair but realistic test
- Preparation and Support
- Year 11 Pupil Briefings to follow

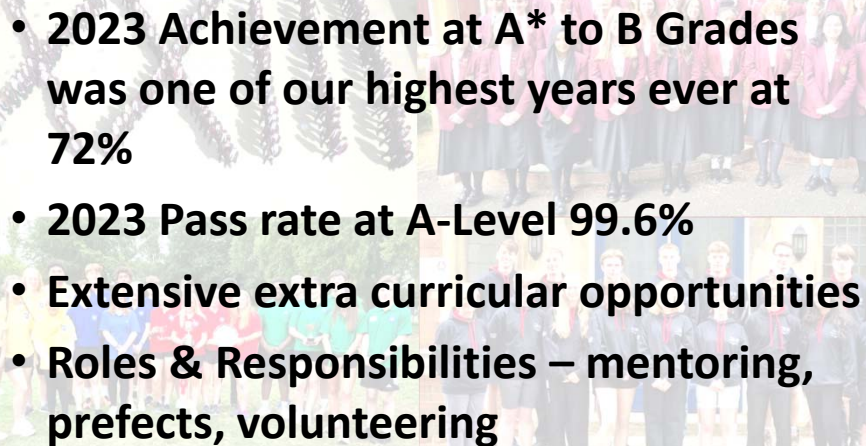
To ensure students have fully focussed time to work between their exams, please attend school as normal everyday; you will either be in exams or supervised study. Bring plenty of work to do. Bring a range of work for different subjects so you do not lose focus. Students will also receive more information in exam briefings before the mocks.

Sixth Form @ King's



You will find out lots about the King's Sixth Form in the Post Sixteen evening, but this is just to set the scene...

Sixth Form @ King's

- 
- **2023 Achievement at A* to B Grades was one of our highest years ever at 72%**
 - **2023 Pass rate at A-Level 99.6%**
 - **Extensive extra curricular opportunities**
 - **Roles & Responsibilities – mentoring, prefects, volunteering**

We have no doubt that the Sixth Form at King's offers you the best opportunities:

- You will receive support to achieve your best academic outcomes to allow you to progress in your chosen pathways – we have the best A-Level outcomes in the city.
- There is a wide range of activities – some you will already know about and some which would be new (including activities afternoons, DofE, charities).
- You will be prepared beyond the academic curriculum to ensure you have the experiences beyond exams to progress in your futures.
- There is a highly developed leadership pathway through the prefect system, pastoral prefects, learn to learn prefects, subject prefects, sports leadership, house music, charities to name just some.

Sixth Form @ King's

- **Application process = submission of options by Monday 9 January 2023**
- **General Entry Criteria (Admissions Code)**
7 grades 9-5 , and 3 of those grades must be 6 or above. We also strongly recommend a 6 in the subjects wishing to be studied at A-Level. Maths and Science grade 7s.
- **Check subject criteria carefully**
- **3 A-Level Options**

- Later this term, after the options evening on 2 November, you will be emailed a link to a Google form for you to submit your A-Level options preferences. Submitting this will act as your application to remain at King's for the Sixth Form.
- You will of course need to meet the general entry criteria.
- we require 7 GCSEs at grades 9-5 , and 3 of those grades must be 6 or above. We also strongly recommend achieving grade 6 or above in the subjects wishing to be studied at A-Level. There are other nuances which will be discussed at the Post 16 evening in full detail.
- Unfortunately. due to the legal admissions code these criteria are not negotiable.
- The Headteacher needs to be made aware of any exceptional circumstances at the time of your application; these cannot be taken into consideration if received after your results.
- What we will need from you are option choices to study 3 A-Levels - hence the post 16 evening:
- It's really important that you attend the evening to visit departments, meet teachers and discuss this detail fully.
- You will benefit from a guided experience from a current Year 13 student who should be able to give you a full insight into Sixth Form life and studies.
- You will also benefit from the advice and opportunities from the Careers Fayre including university representatives which will be held at the same time. Make sure you are able to take up both opportunities on offer on the evening.
- By the time options are submitted to us (8 January) you will have attended the evening, received mock results, attended a parents evening and had Christmas to mull it all over again.
- We will write to you in reminding you of this and asking you to review where you are and to check your plans are in place.
- I shall now hand over to Mr Dew who will talk to you more about post 16 and career choices.

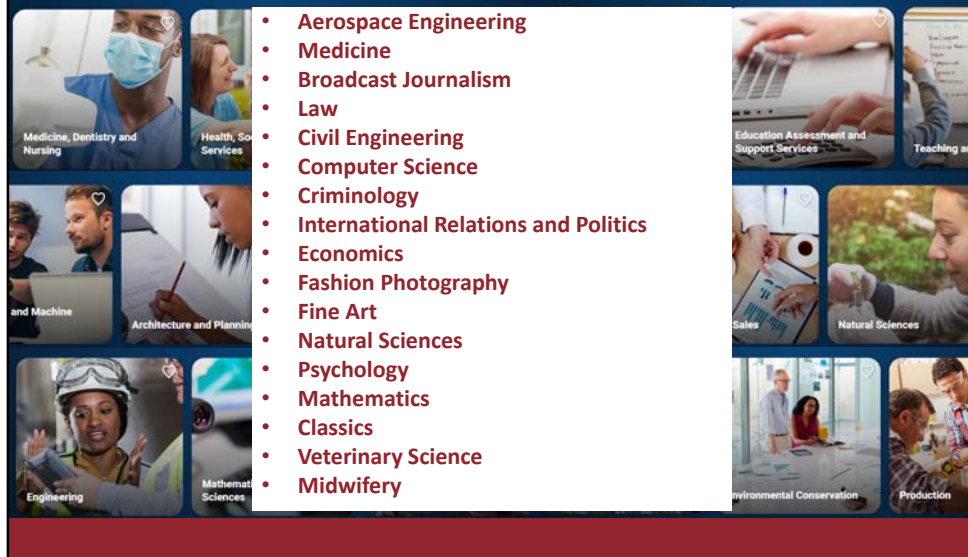
Preparation for Post 16 choices

- **Futures Day (January)**
- **Learning for Life lessons**
- **Small group careers discussions**
- **Independent External Careers Adviser**



- In timetabled Learning for Life classes Year 11s can access information and advice about a wealth of options to help them think about their future.
- They can arrange one-to-one meetings with Mr Dew as required.
- They will also have access to arrange a careers interview with our external, impartial Careers Adviser.
- We intend this year to have some lunchtime visits from a range of business representatives, who meet with targeted groups of students.
- Year 11s will also participate in a careers Futures Day in school in early January, with representatives from national and local businesses and universities with workshops and groups activities designed to enhance their employability

Some career choices

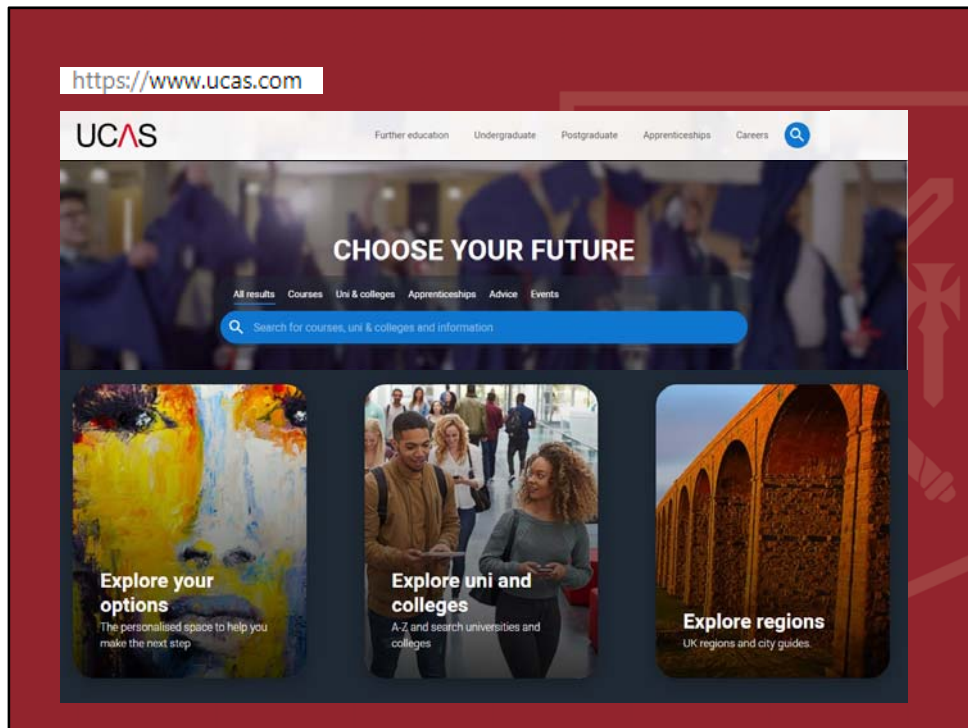


So, which career to choose?

Around 85% of our Year 13s progressed to a wide range of courses at university level. Popular courses included Dentistry, Veterinary Science, Computer Science, Biomedical Sciences, Engineering, History, Politics, Geography and the Environment, and there's a flavour of the wide range of courses chosen on the slide.

It is really important for students to research their potential career interests at this stage, to help them with their post 16 choices.

Gathering as much experience and information as possible will enable them to make the right subject or qualification choice to lead to their next step. We want all of our students to succeed and will be here to support them, whether they choose to join our Sixth Form, to study elsewhere or to take on an apprenticeship after Year 11.



One place to research career paths, apprenticeships and future post 18 study options is www.ucas.com

Most students decide to stay at King's for Sixth Form to go to university or to a conservatoire, with most achieving a place at their first choice institution. Some students choose to take a gap year, with plans for volunteering or travel. Some choose to join the uniformed services including officer training in the Army.

An increasing number of students are taking opportunities to move into degree apprenticeships with leading public and private sector employers.

And further ahead....

- **Go to University Open Days and Summer Schools – virtual events are also valuable**
- **Research different pathways to your career**
- **After your exams - work experience, NCS or volunteering aligned to your career aims**
- **Research, question Sixth Form students, parents and teachers**

Looking ahead, these are some of the positive things that Year 11s can start to do now to help find the right path for them.

Students should check their emails regularly, as we do send them details of local and online events that may help them prepare for and decide upon their post 16 and career choices.

Mrs Denman

- Looking after yourself- Positive Mental Health
- Routine
- Sleep pattern
- Healthy Diet
- Exercise
- Open door
- Team around you

Firstly, you all need to remember how amazing you are and what you have already achieved and what incredible opportunities you are faced with.

You have already received a lot of information you will take away with you, after this presentation. But One of the most important messages, we would like to give you and will continue to remind you, is the need to look after yourself. You are not alone on this journey, you have a wide variety of people who are here for you. It's so important to look after yourself both physically and mentally. Throughout the course of this academic year it is vital you maintain a good routine. Having a healthy balance of work and social activities is key.

We understand It can be so easy to focus on the negative and how hard things can be but if you try and visualise and recognise all the positive in your day because there are plenty, it will help change your mindset and you will work smarter. Looking after your well-being is about:

Talking - it is vital for your own mental well-being that you open up to your support network and talk about your thoughts and feelings.

Exercise regularly - exercise can boost your self-esteem and can get you to become more productive and improve your sleep patterns

Sleep - getting a good night sleep will allow your body and mind to recharge.

Eating - a well-balanced diet that is good for your physical well-being is also good for your mental well-being.

We get that Year 11 can be a stressful time but there are ways to manage. Please remember we all experience stress and sometimes we need it to fuel us and keep us going. We all manage our stress differently but when things seem to be getting to much, we need to recognise that we need some help and ask for it! Spotting the signs when things seem to be getting to much is really important, at that point you need to talk. Just stop and take a breath to help you start again, you have this in you. It's like riding a bike once we take one foot of the peddle we may wobble but it's about learning how to rebalance.

As we've already mentioned, you have a team of people around you, to help, support and listen. There are lots of resources on our website that you might want to have a look at, that give you strategies about working smartly and positively while looking after your mental health. Talk to us if you need us, don't bottle things up. My door is always open, as are other members of staff's. Do not allow your stress to over flow. Talking about how you might be feeling is the first step.

Try to destress and recharge by filling some time with positive activities. Remember that Reset button, we sometimes need to just start over, learn from what we may need to do differently.

Let's be mindful of others, let's look out for one another and support each other. This term already we have heard in assemblies about kindness. Give yourself a chance to think positively and remember to look after yourself, because you're worth it. Be fabulous, because we think you are all fabulous!

The Team for Success

- The Student
- Parents
- Tutors
- Mr Duncan Rhodes - SLT link / Deputy Head
- Mrs Rachel Bright - AHoY
- Mrs Kathryn Denman - PSO
- Mr Rich Dew - Careers and Post 16 Advisor
- Mrs Rozana Foster - Exams Officer
- Mrs Julia Hartley - Learning Support SENDCO
- Mrs Sahiemah Qureshi - Pupil Premium Leader

Thank you very much for coming everyone. Please feel free to stay behind afterwards if you have any more questions.