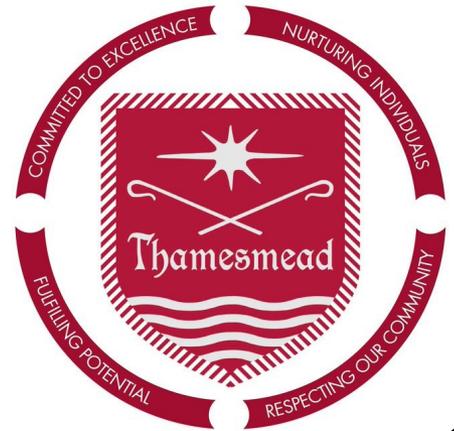
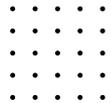


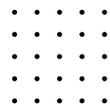
# Welcome to our Year 10 & 11 Parent Partnership Evening

Thursday 11<sup>th</sup> September 2025

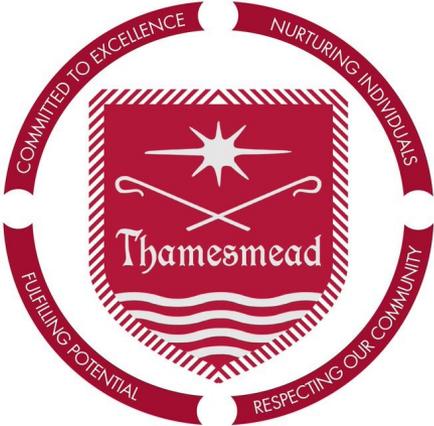


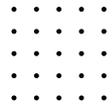


# Surviving Secondary School – Top tips to get your child through!

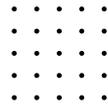


# Parent Interviews





# Attendance, Rule and Expectations – why these matter!



CELLENCE

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TENTIAL

RESPECTING

# Attendance

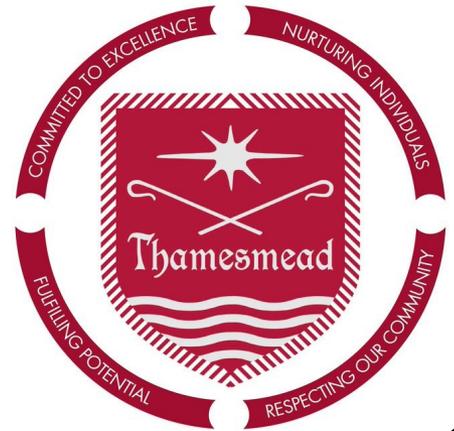
**Achievement** – Every lesson counts. Pupils with high attendance get better GCSE results.

**Wellbeing** – School provides routine, friendships, and support for mental health.

**Safety** – Being in school daily helps staff spot and address any concerns early.

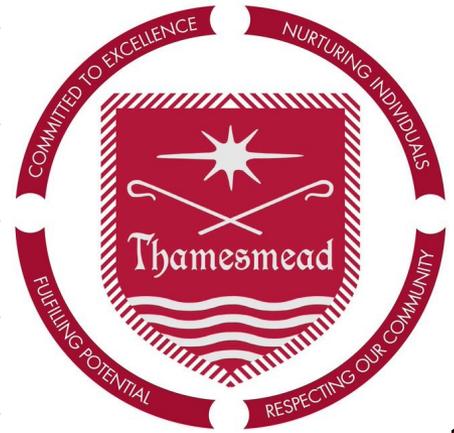
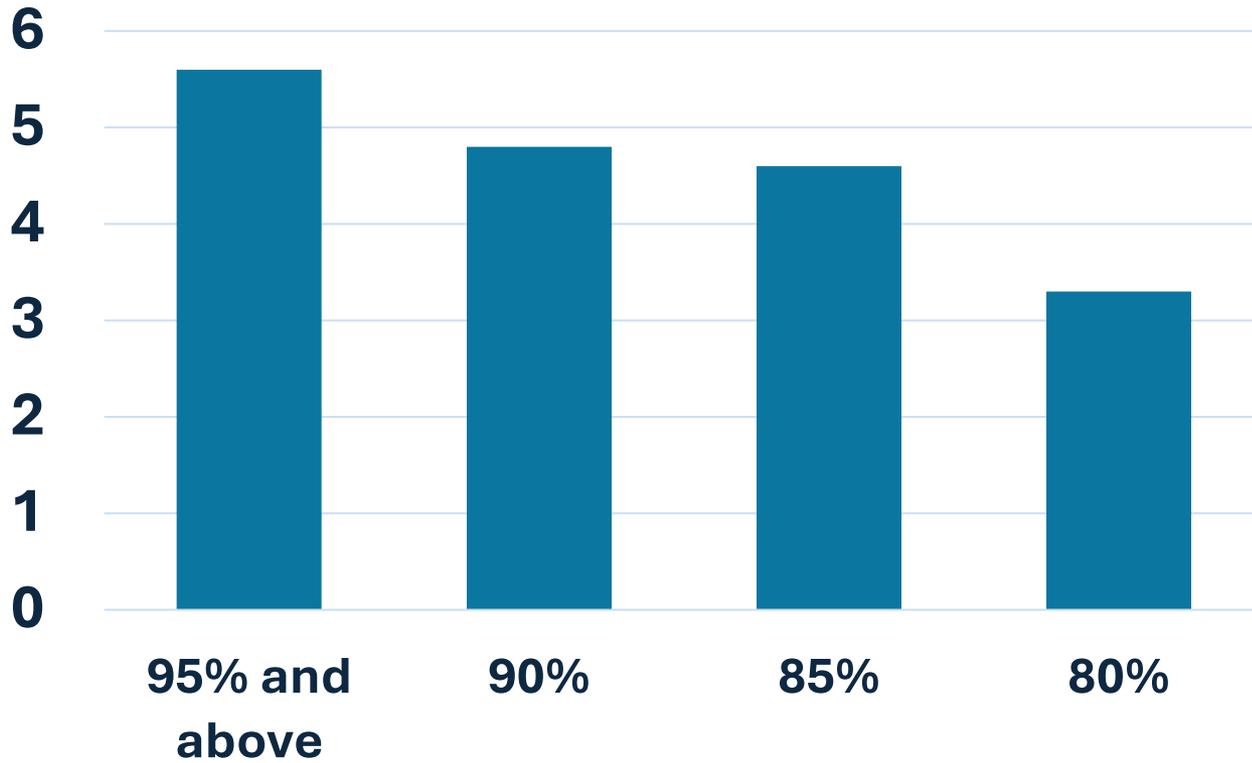
**Future success** – Good attendance builds habits employers and colleges look for.

**Belonging** – Attending every day helps pupils feel part of the school community.



# Attendance

Average GCSE Grade



# Attendance

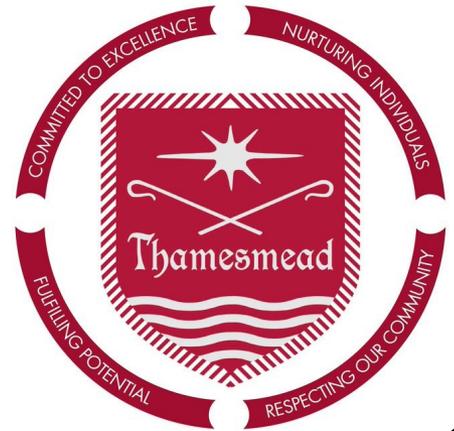
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**Future success** – Good attendance builds habits employers and colleges look for.

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# Why Parental Support with Rules and Expectations is Crucial

Consistency between home and school

Respect and responsibility

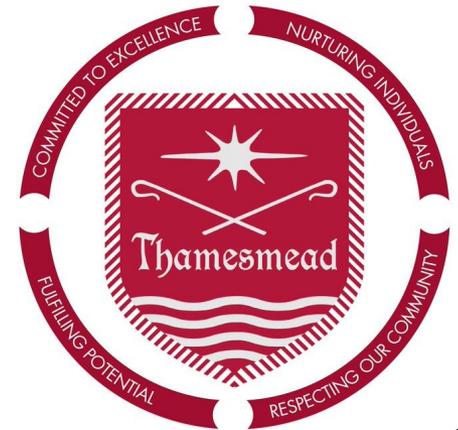
Improved behaviour and learning

Stronger home-school partnership

Role-modelling positive attitudes

Safeguarding and wellbeing

Long-term benefits



# *Advice from former students*

- Ask teachers for help when you don't understand
- Doesn't waste lesson time taking the longest route to lessons
- School work doesn't finish at 2.35 – you need to work at home!
- Start revision in the Autumn term
- Do loads of past exam questions
- Give plenty of time to revision

# *Revision*

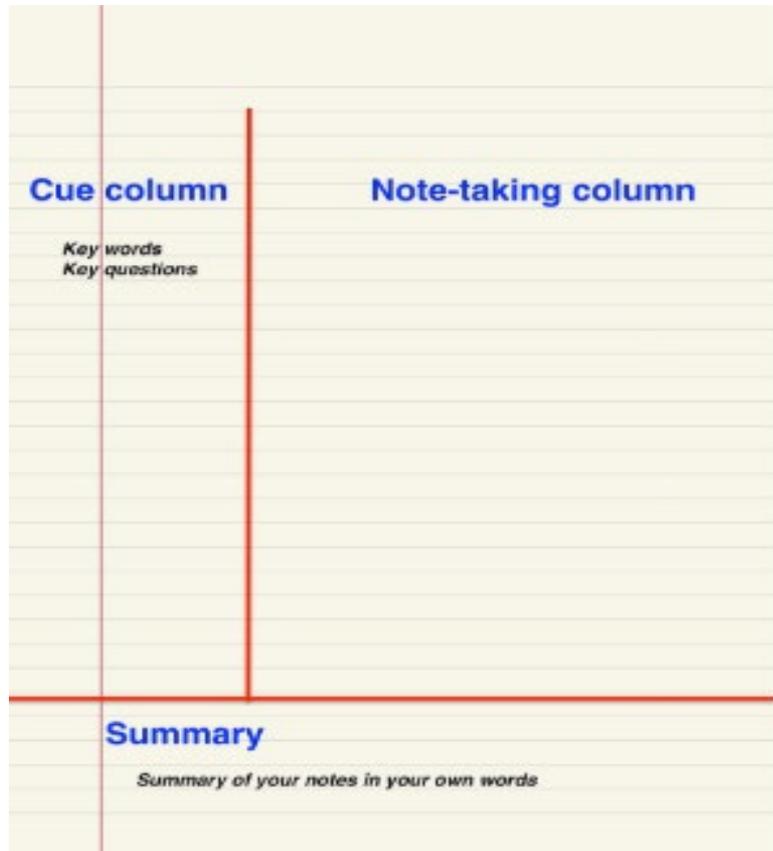
- Revision needs to start now
- Knowledge needs to be retained in the long term memory, not the working memory if students are to be successful in their GCSE exams
- Secure knowledge will give students confidence when they line up for each exam

# *Revision technique that works!*

## **Create Cornell Notes**

- Rule 2 lines on a page
- List topic headings on the LH side of the page
- Beside each recall what is known already
- Open the textbook/revision guide and add in a different colour what wasn't known
- At the bottom of the page note 3/4 main things in bullet points that need to be learnt

# Cornell notes



**CUES** (reduce & recall)

-AIM-  
Reduce notes to essential ideas to practice recall.

WRITE soon AFTER CLASS

**Step 1.**  
Review NOTES column + pull out:  
- key words  
- key concepts  
- authors  
- dates  
- facts

**Step 2.**  
Formulate questions based on your NOTES e.g. what are Piaget's 4 principles of complexity theory?

**Step 3.**  
Write these cues and questions in this column alongside the corresponding NOTES

DATE MODULE/CLASS TOPIC

**NOTES** (record)

-AIM-  
Record as many key points as possible  
(Take DURING CLASS)

What do I write here?

- key words and ideas
- important dates/people/ places
- diagrams/charts
- formulas
- examples/case studies
- critique - strengths/limitations

Top tips

- use bullet points instead of full sentences
- use symbols and abbreviations
- leave a line between ideas
- don't mindlessly copy from the slides or textbook - write in your own words where possible.
- use a method that works for you. Take notes in a format that you understand so you can make sense of them later.

**SUMMARY** (reflect & review)

-AIM-  
Review the main ideas + reflect on their importance. (WRITTEN AFTER CLASS)

Briefly summarize the main points from your notes. This records it well and when thinking for info later.

- think about =
- why is this info important?
- what conclusions can I draw?

# *Revision technique that works!*

## **Create flash cards**

- Use what needs to be learnt from the Cornell notes to write out a set of flash cards for every subject
- On one side have questions and the other side the answers
- The student can use these to test themselves or get parents to test them

# *Revision technique that works!*

## **Spaced practice**

- Get 3 boxes
- Put all the sets of subject flash cards in box 1
- When a student gets the answers on a flash card correct, they move the card to box 2. If they get it wrong, it stays in box 1 to be tested next time.
- A week later, if they get the answer right, it moves to box 3. If it's wronged the card moved back to box 1 again
- The aim is to get all cards into box 3

# *Revision timetable*

- Each revision session should last 30 minutes
- Gold day = 4 sessions, Silver day = 3 sessions, Bronze day = 2 sessions
- Across a 7 day week students should have:
  - 3 Gold days
  - 2 Silver days
  - 1 Bronze day
  - A whole day off at the weekend

# *Revision timetable*

	3.00	3.30	4.00	4.30	5.00	5.30	6.00	6.30	7.00	7.30	8.00
Mon		Yellow			Yellow		Yellow			Yellow	
Tues				Grey				Grey		Grey	
Wed			Yellow	Yellow			Yellow				Yellow
Thur		Grey			Grey				Grey		
Fri						Red		Red			
Sat			Yellow		Yellow	Yellow		Yellow			
Sun											

Facing the challenges of GCSE study and

# Supporting mental health

Considering the challenges  
students may face



# Why it is important

Circus metaphors!

- GCSE studies is not without its challenges, and it comes at a time of change and transition for young people.
- Stress and anxiety can hugely affect concentration, memory and motivation, all of which can in turn hamper academic performance.
- Normalising conversations about mental health can be really impactful in supporting young people. Offering support as soon as possible is also massively important.



# Why it is important

## Year 10

Different classes with new students and teachers

The increase in workload

The 'step up' in terms of subject content

Navigating identity and social dynamics

GCSE RPE; the first GCSE exam

## Year 11

Spinning lots of GCSE plates

Thinking about the next steps for post-16 education

Comparisons with others

Strong feelings about leaving school

Standing on your own two feet (decisions, interviews, navigating the unknowns)

# Why it is important

## Year 11 GCSE studies

Different classes with new students

**Managing the challenges of revision**

Spinning lots of GCSE plates

The increase in workload

**Coping with exam stress**

Thinking about the next steps for post-16 education

The 'step up' in terms of subject content

**Organisation and managing an increased workload**

Comparisons with others

Navigating identity and social dynamics

**Thinking about the future**

Strong feelings about leaving school

Standing on your own two feet

GCSE RPE; the first GCSE exam

**Navigating evolving social dynamics**

(e.g. presentations, interviews, navigating the unknowns)

# Understanding stress

- Stress is a normal response, especially during exams. It is inevitable, but a little unpredictable.
- Emotional warning signs can include sleep issues, irritability or a tearful demeanour.
- Behavioural warning signs can include work avoidance (including non-attendance, withdrawal, overworking or perfectionism).
- Physical warning signs can include headaches, tiredness, poor sleep



# Supporting your teen

- Help with creating a realistic revision plan (short bursts, regular breaks).
- Encourage balance and routine: sleep, nutrition, exercise, downtime.
- Avoid comparison with peers or siblings, and focus on effort, not just results. Praise progress and resilience, not just grades.

## Mental Health Support

Leaflet 7



Information to support your young person if they are getting stressed about exams or revision

## Mental Health Support

Leaflet 12



Information for parents and carers helping their teen begin their GCSE journey

# How to support

The key takeaways

- Be present and listen without judgment.
- Create a calm home environment during exam periods.
- Encourage open and honest conversation.
- If your teen becomes overwhelmed, remind them that their worth is not defined by exam results.
- Keep a balance of revision, rest and fun.
- Encourage mindfulness techniques such as CBT and breathing exercises.
- Seek help from school or external services if low mood/anxiety persists. Excellent external services include YoungMinds, Mindworks Surrey and Childline.

# GCSE English

# English GCSE Structure

## ***English Language (AQA)***

### **Paper 1: Explorations in Creative Reading and Writing**

**Section A: Reading – four questions (one unseen literature fiction text) 40 marks**

**Section B: Writing (descriptive or narrative) 40 marks**

1hr 45 mins

80 marks

50% of GCSE exam

### **Paper 2: Writers' Viewpoints and Perspectives**

**Section A: Reading – four questions (two non-fiction texts) 40 marks**

**Section B: Writing to present a viewpoint 40 marks**

1hr 45 mins

80 marks

50% of GCSE exam

## ***English Literature (AQA)***

### **Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel**

- **Shakespeare: Macbeth**
- **Dickens: A Christmas Carol**

1hr 45 mins

64 marks

40% of GCSE exam

### **Paper 2: Modern Texts and Poetry**

- **Priestley: An Inspector Calls**
- **Power and Conflict Poetry**
- **Unseen Poetry**

2 hrs 15mins

96 marks

60% of GCSE exam

# How can I revise for English?

## Skills

- Decoding and then planning exam questions
- Annotating and analysing extracts
- Practise questions

## Knowledge

- Context and writers' intent
- Plot/storylines
- Themes
- Quotations and thoughtful points of analysis

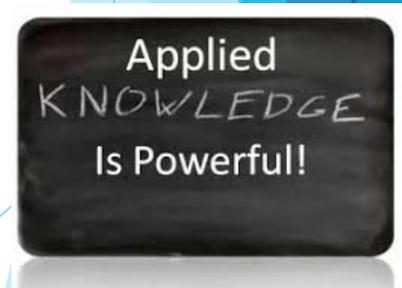
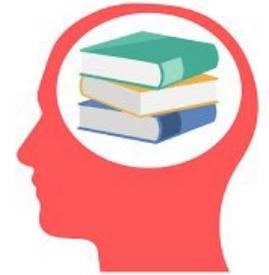
Organise notes

+

Learn knowledge(revise)

+

Practise application of  
learned knowledge



# Revision Strategies

## *Language revision*

- Know the **skills** which are being tested (e.g. inferring meaning, language and structure analysis, evaluation, comparison, technical accuracy etc.)
- Know what the **mark scheme demands**
- **Practise** individual questions
- **Practise** Section A and Section B separately – and together
- **READ**

## *Literature revision*

- Know the texts: **plot, key events**, characters and their functions, thematic ideas, symbols and motifs
- Know **quotations** and key ideas about them – methods which the writer has used
- Be able to discuss what the **writer was trying to achieve** – and be able to explain how effectively they did this
- Practise analysing extracts (as in Paper 1)
- Practise recalling quotations
- Practise planning responses
- Practise writing responses

# How you can help at home

- Set up a homework/revision schedule
- Take their phones away!
- Avoid spending time listening to influencers providing ‘wrote’ responses.
- Question them - what is the plot? Can they name a structural device? Can they give you a quotation from A Christmas Carol?
- Engage them in conversation about world events - develop inquiring minds.
- Promote a love of reading - if they see you read, they are more likely to.
- Ask to see their revision material and for them to explain it to you.
- Set them a language question from a past paper to do in timed conditions.

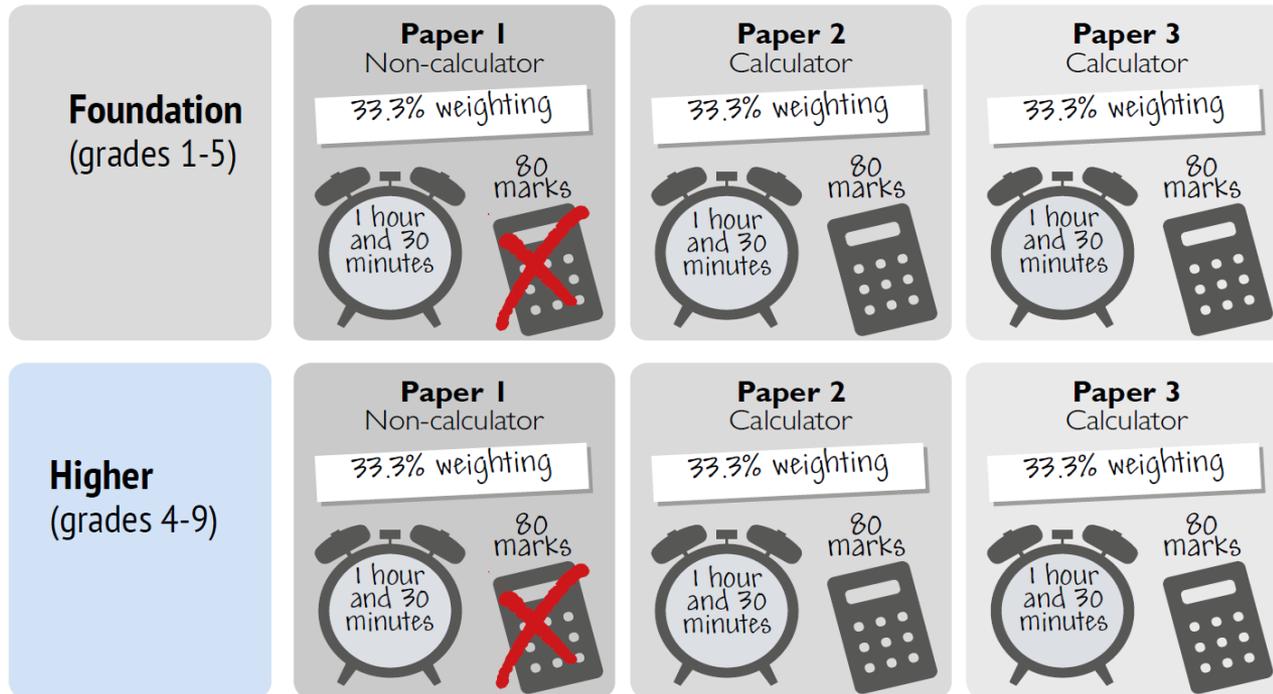
# Useful websites

- YouTube - Mr Bruff has both Language and Literature material
- YouTube - Stacey Reay is great for poetry annotation and has Grade 9 extension videos
- BBC Bitesize - Good for context and overall plot and character revision
- GCSEPod
- Teams - Revision folders and materials shared by class teacher

# GCSE Maths

# Maths GCSE Structure

- ▶ Students will not know ‘exactly’ which topics will come up on which paper, so they should make sure they aim to revise as much as possible.



# Assessment feedback

- ▶ After every mock exam or class assessment students will be given a Personalised Learning Checklist (PLC)
- ▶ It shows students what they still need to work on and gives them the Sparx clip number so they can do this.
- ▶ It is useful to use these like a topic list when revising.
- ▶ Students will tend to revise what they can do already - it makes them feel good!

Questions	Question Title	Score	Clip Number
1	Sharing in a ratio	2 / 2	332
2	Properties of angles	5 / 5	490
3	Translate situations into algebra	3 / 3	552
4	Use compound units and rates	4 / 5	571, 738
5a	Direct and inverse proportion problems	2 / 2	342
5b	Direct and inverse proportion problems (assumptions)	1 / 2	342
6a	Probability (independent / dependent events - tree diags)	2 / 2	361
6b	Probability (independent / dependent events - tree diags)	2 / 2	361
7a	Find expression for Nth term of a quadratic sequence	2 / 2	541,559
7b	Find a term for a quadratic sequence (using expression)	1 / 1	248
8	Multiply mixed numbers (fractions)	2 / 2	68
9	Ratio in context	2 / 3	332, 325, 704
10	Growth and decay	0 / 3	94, 88
11a	Cumulative frequency graphs	0 / 2	437
11b	Find an estimate from a cumulative frequency graph	0 / 3	438
12	Problems with averages (mean)	0 / 3	408
13	Recurring decimal proofs	2 / 2	54
14a	Estimation problems (3D volumes)	1 / 3	131
14b	Implications of over/under-estimates on final answer	0 / 1	131
15a	Index notation problems	1 / 2	108, 101
15b	Index notation problems (fractional indices)	0 / 2	109
16	Rearrange formula	0 / 4	286
17a	Factorise expressions	0 / 2	171
17b	Simplify algebraic fractions (quadratics)	3 / 3	229
18	Rationalise a surd	0 / 3	119
19	Direct algebraic proof	0 / 3	326
20	Vectors	0 / 3	636
21	Translate situations into algebra	1 / 6	233
22	Congruency problems	0 / 4	686
<b>Total</b>		<b>36 / 80</b>	<b>Paper Grade equiv: 5</b>

# How you can help at home

- Have a good routine. Y11 home learning is always due on a Monday, Y10 is always due on a Thursday! Last minute work is always stressful and rushed - mistakes are more likely.
- Make sure they aren't using 'the apps' to answer their Maths questions - phones away!!
- Make sure they have the right equipment - they need to get to know their calculators and how they work.
- Talk about Maths in a positive way and encourage students to aim high (we never truly know what the grade boundaries will be).
- Estimate as much as possible (cooking ingredients, time taken for journeys, measurements etc) - even students aiming for the highest grades make mistakes here.

# *Key information*

- **Year 10 & 11 Subject content** – this is on our website in the form of a Curriculum newsletter
- **The Study Room for Year 11 (Rm 16B)** is open till 3.30pm on Monday, Wednesday, Thursday and Friday for students who wish to complete work/revise in school before they go home
- **Catch-up sessions for Year 11** – these are going to be running for invited students after school starting w/c 16<sup>th</sup> September

# *Key information*

- **Study skills** – students in Year 11 will have training on these at the beginning of next term
- **Year 11 & Year 10 RPE Mocks** – these will take place from the 3rd till 14th November and from the 23rd February till the 6<sup>th</sup> March
- **Year 10 & 11 Data reports** – you will receive 3 of these during the year, the first of which will be sent out on Thursday 23rd October

# *Key information*

- **Year 11 Progress Review meetings** – these will be held in person on Thursday 11<sup>th</sup> December and Wednesday 25<sup>th</sup> March
- **Year 10 Progress Review meetings** – will be on Tuesday 13<sup>th</sup> January
- **Raising subject concerns** – if you have any concerns about your child's work, please contact the class teacher or Curriculum or Subject Leader in the first instance
- **Dropping subjects** – students will not be permitted to drop any subject

# *College Open Evenings*

Please see our website for a very comprehensive list of college events that are taking place over the next few months

# *Questions*

We are happy to answer questions at the end of the presentation.

