

# ‘HOW TO SUPPORT YOUR CHILD IN YEAR 11’

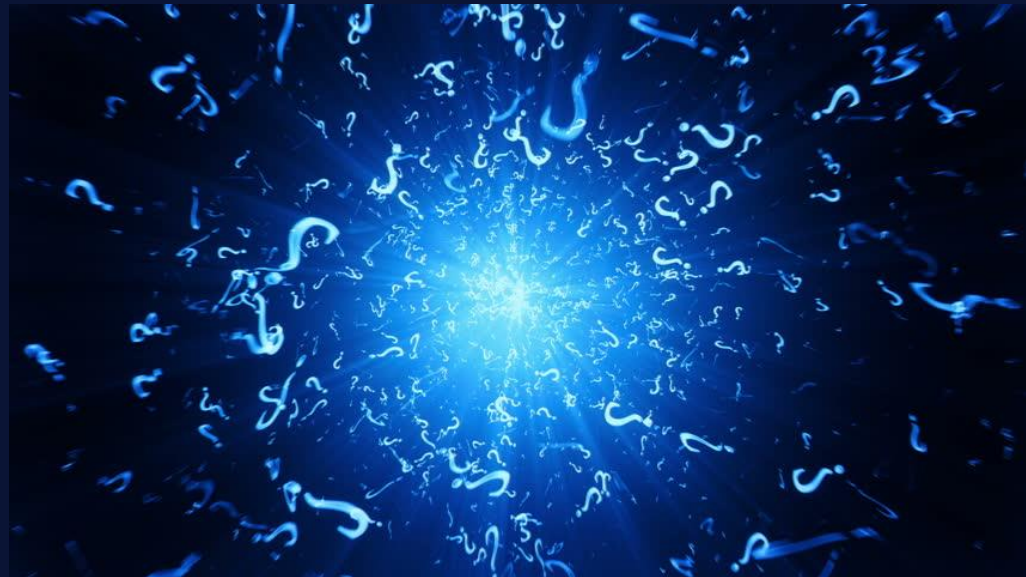
## WELCOME TO OUR PARENT & CARER INFORMATION EVENING

# MR CAMPBELL

## PRINCIPAL

# PURPOSE OF THE EVENING AND INTRODUCTIONS

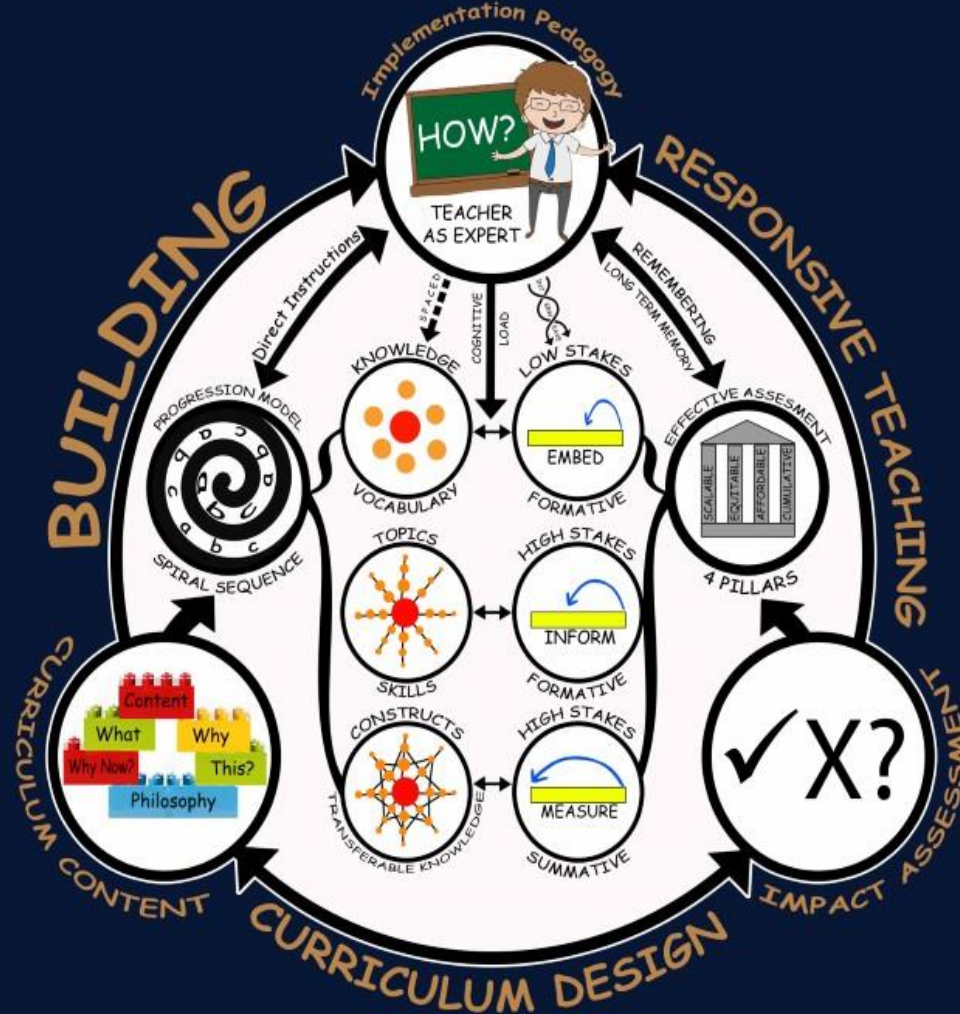
## *QUESTIONS DURING THE EVENING*



**MR FARADAY**

**DIRECTOR OF TEACHING  
& LEARNING**

# OUR CURRICULUM @JPA



## Cognitive Load

4/5 items for short term memory

Learn **KNOWLEDGE GOALS** and **KEY VOCABULARY** to allow the development of **subject skills**.



## LOOKING →

forward to how the leaning builds

## LADDERING ↑

tasks for success in lessons

## → LINKING

to last lesson/week/ topic or year

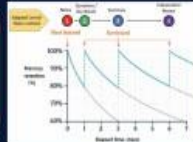
**Spaced** - revisit and revise topics regularly  
**Interleaved** - mix up the topics

**Formative assessment** - learn from mistakes

Transfer knowledge from **short to long term memory** (schema)

**Spiral curriculum** - build on knowledge and skills at least each year

**Low stakes testing** - lots of short tests and quizzes to help **retrieve** knowledge



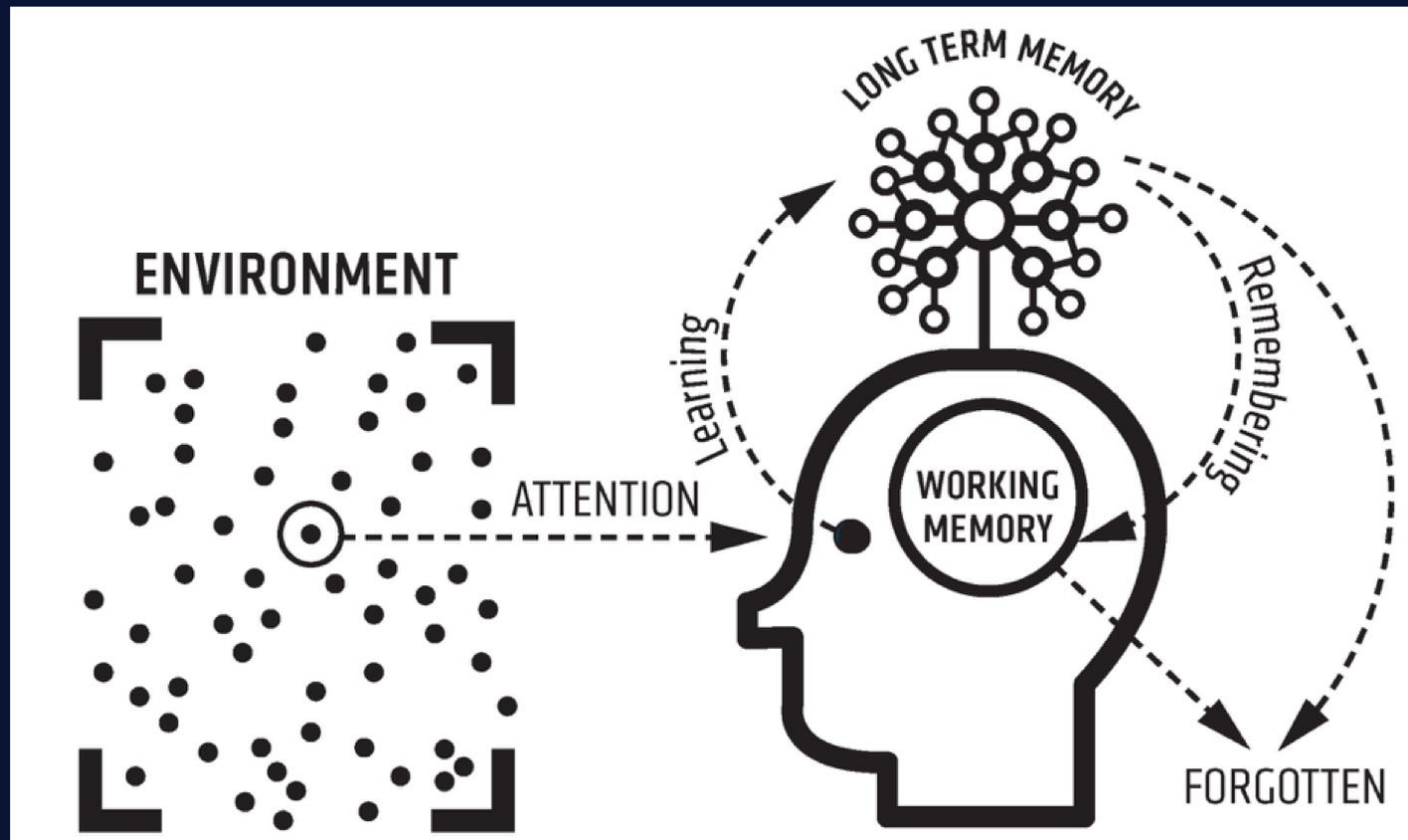
Build knowledge and skills in small steps through teacher guidance and retrieval.



Use knowledge and skills for problem solving and analysis; work independently.

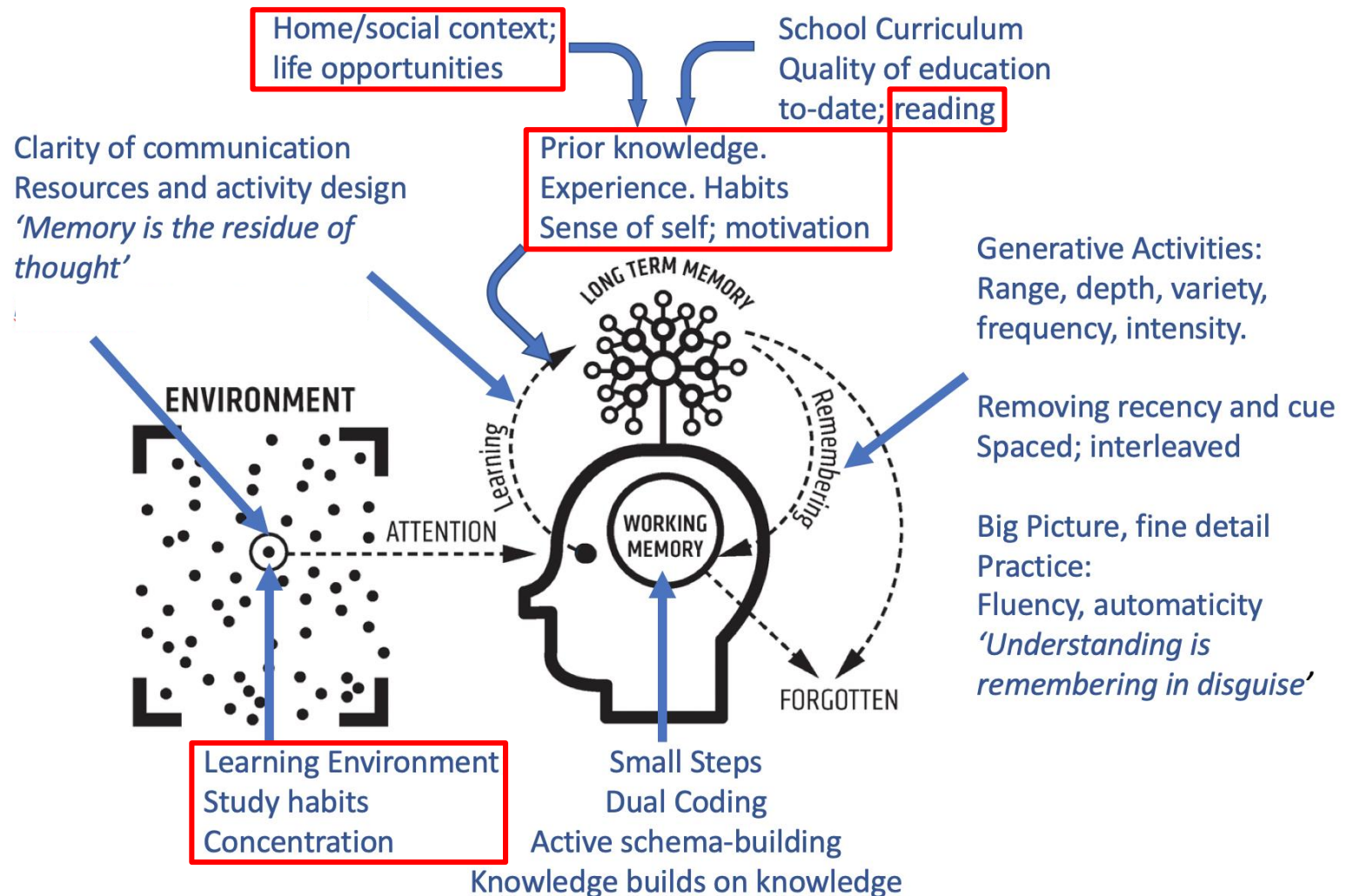


# PUT SIMPLY WHAT WE ARE TRYING TO ACHIEVE IS THIS!





# HOWEVER, IT'S A LITTLE MORE COMPLICATED THAN THAT!!



# HOW CAN PARENTS SUPPORT OUR CURRICULUM?

## 1. Environment

Create a quiet, distraction free (no phones?!) study space

Encourage your child to get into good habits of reviewing, revising and self testing

Help them to build good routines (a minimum of 90 minutes study a night) but make it work for you as a family e.g. agree a timetable for study

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	Homework 10.00 - 12.00	General Revision 10.00 - 11.30
Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	General Revision 13.00 - 14.00	Homework 12.00 - 13.30
Chemistry 17.00 - 17.40	English 17.00 - 17.40	History 17.00 - 17.40	Maths 17.00 - 17.40	English 17.00 - 17.40	General Revision 17.00 - 18.00	General Revision 16.30 - 17.30
Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
Maths 18.40 - 19.20	French 18.40 - 19.20	Biology 18.40 - 19.20	Physics 18.40 - 19.20	Geography 18.40 - 19.20		

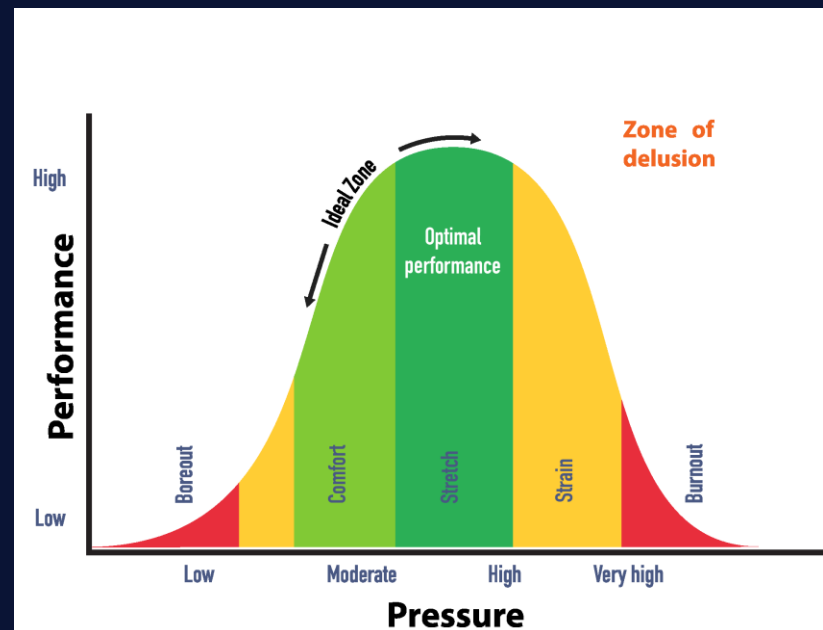
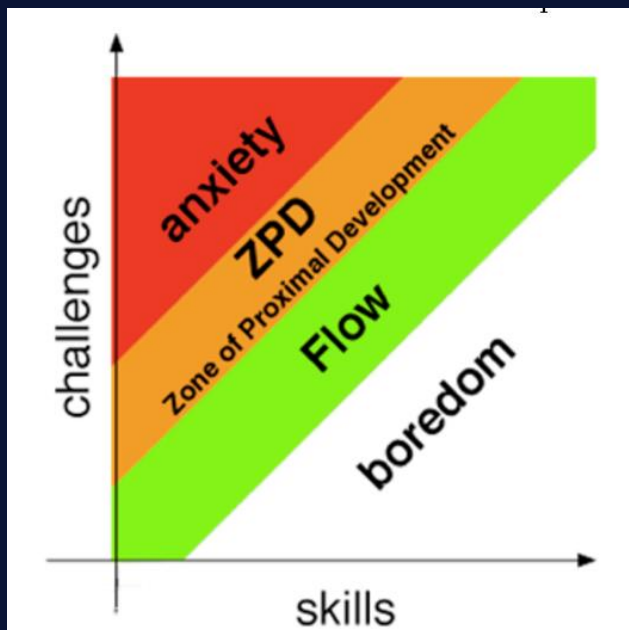


# HOW CAN PARENTS SUPPORT OUR CURRICULUM?

## 2. Striking the right balance

Pressure is good for performance but too much leads to stress and burnout. Too little leads to 'comfort zone' learning and boredom

Challenge is needed for progress but if it doesn't match the skill level it can lead to apathy or anxiety



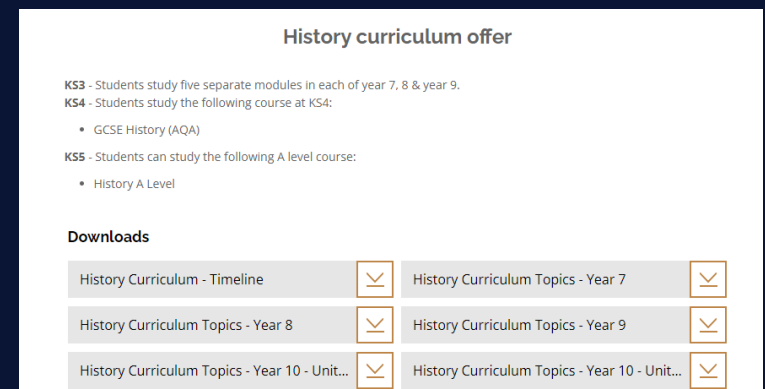
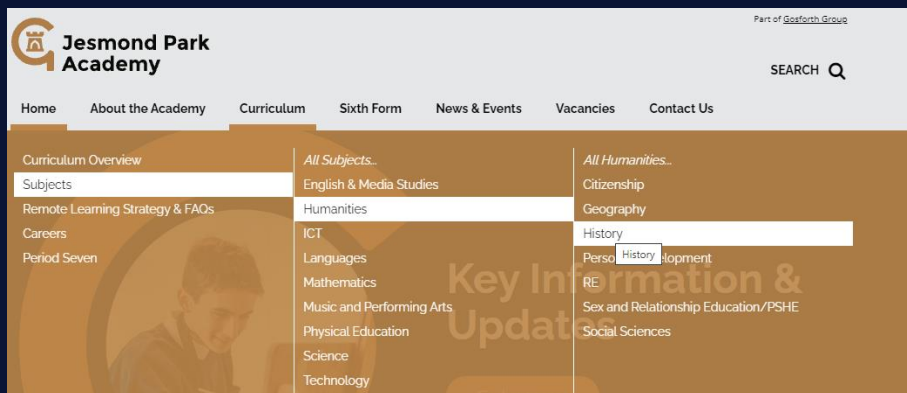
# HOW CAN PARENTS SUPPORT OUR CURRICULUM

## 3. Engage

Ask lots of questions about the knowledge and new vocabulary they have learned, not just what they are doing. Ask them to explain concepts and new learning

Look at their exercise books (we encourage students to take them home)

Try and look at the Curriculum site so you know the topics being studied



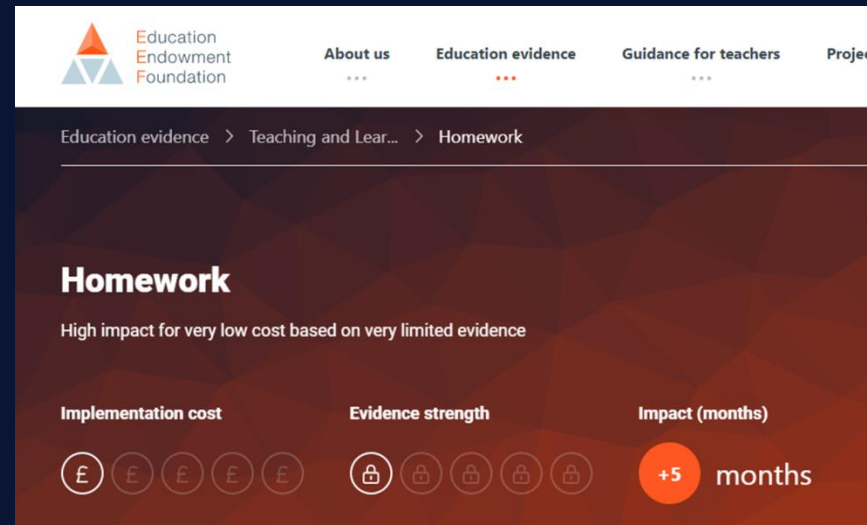
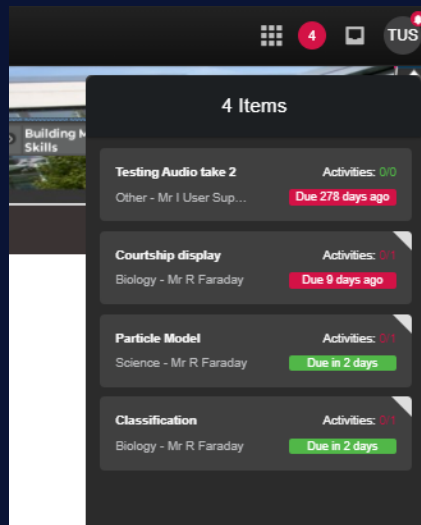
# HOW CAN PARENTS SUPPORT OUR CURRICULUM

## 4. Homework

Ask them to explain their homework not just if they have any. Maybe test them on it.

Check homework set in planner

Look at their frog account



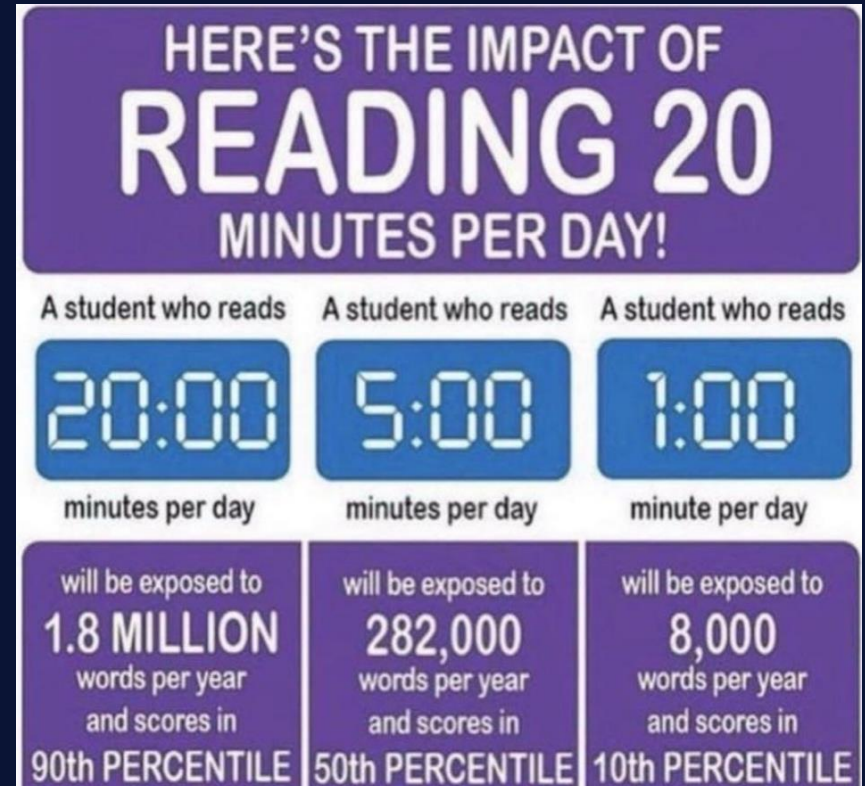
# HOW CAN PARENTS SUPPORT OUR CURRICULUM

## 5. Reading

Build it into routines

Fiction or non fiction

Put simply: Students who read more do better at school



**MR MASON**

**HEAD OF KEY STAGE 4**

# OVERVIEW OF SUPPORT

		Year Group	HOY	Key Stage 4 Year Manager	Year Manager
DJM Director of KS3 & 4	HoKS4	Y10 English	Andrew Cleland	Graham Henderson	Alaina Winship
All other SLT members including the Principal	Chris Mason	Y11 Maths	Hayley Hooker		Lyndsey Henderson

## TaLLs

Teachers and Leaders of Learning

## Subject teachers, including Form Teachers

(Y10 English Faculty)

(Y11 Maths Faculty)



# TIMELINE FOR YEAR 11



# TIMELINE FOR PARENTS

Date	Event
29 <sup>th</sup> September	Y11 Parent Information Evening
w/c 10 <sup>th</sup> October	Y11 Progress and UPD Assessment Week 1
October	Grade card 1 issued
w/c 7 <sup>th</sup> November	Compulsory P7's begin (Monday, Wednesday and Thursday)
w/c 7 <sup>th</sup> November	6 <sup>th</sup> form team in Y11 classes to promote Open Evening
13 <sup>th</sup> December	Y11 Parents Evening
w/c 16 <sup>th</sup> January	Y11 mock exams begin
	Y11 Progress and UPD Assessment Weeks begin
	Interviews for 6 <sup>th</sup> form begin
February	Grade card 2 issued
10 <sup>th</sup> February	Y11 Mock Exam Results Day
May	Y11 Exams begin

# TIMELINE FOR STUDENTS

Aim - Preparation for January mocks, vocational qualifications and Summer examinations.

All of these plans are subject to further information regarding the exact format of final examinations.

From October half term, preparation for the January mocks continues. This includes a programme of compulsory period 7 sessions for all proposed to start on Monday 7<sup>th</sup> November up until their mock exams (including the first week back after Christmas).

Year 11 mock exams (Monday 16<sup>th</sup> January – Friday 27<sup>th</sup> January). Note: Art and MFL speaking tests take place outside of these dates.

10<sup>th</sup> February is when students will receive their mock exam results.

Review of the January mocks, targeted intervention and support including vocational compulsory Period 7 sessions continue in 2023 as we move towards half-term.

February half term onwards: final intervention and support programmes ongoing such as further six-week compulsory Period 7 programme and final GCSE revision and support.

Easter revision programmes in place.

Late April, early May GCSE Art and GCSE MFL speaking tests take place.

Monday 15<sup>th</sup> May GCSE exams begin. There will be a comprehensive revision and support plan in place for all students throughout the final exam period.

# TIMELINE FOR STUDENTS

Final GCSE Examination support and procedures.

*(Exact details will be communicated nearer the time).*

Before Easter; Lessons as normal - Students being taught in lessons.

Over Easter; Some Easter school sessions taking place. These tend to be invite only. All students are given revision material to support independent study over the Easter break.

*From Monday 17<sup>th</sup> April – Friday 12<sup>th</sup> May; 4 weeks of teaching and revision.*

# TIMELINE FOR STUDENTS

Two weeks of examinations beginning Monday 15<sup>th</sup> May – Friday 26<sup>th</sup> May.

Students continue to attend school full time. Lessons, examinations and examination warm up in place during this time. Teachers teach revision lessons.

Over May half term.

Some May half term school sessions will be taking place. All students will be given revision material to support independent study over the half term break.

Two further weeks (TBC) of examinations after half term beginning Monday 5<sup>th</sup> June – Friday 16<sup>th</sup> June. Students continue to attend full time. This includes lessons that still have an exam, examination warm ups and independent study and examinations.

# Y11 PROGRESS AND UPD ASSESSMENT (GRADECARD)

## Underpinning Performance grades on grade cards

Your child will be assigned a numbered grade in each of the following key performance areas.

We expect all of our students to be aiming to achieve a grade 4 or 5 in each area. Grades lower than 4 in any of the areas could lead to underachievement unless it addressed by the student promptly.



# EFFORT

## **Effort (This includes class tasks and presentation of work)**

5. Excellent (Exceptional effort; Completing work above and beyond).
4. Good (Doing all that is expected and doing it well).
3. Requires improvement (Improvement needed; Rushed and unfinished work).
2. Poor (Bare minimum; Cause for concern).
1. Very poor (Not even the bare minimum; Significant cause for concern).
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

# HOMework

## **Meeting Homework Deadlines (Including the quality of the work submitted or the quality of revision completed if appropriate)**

5. Meets deadlines on time and the work is always of a very high quality.
4. Meets deadlines on time but the quality could occasionally be improved.
3. Occasionally meets deadlines late; has missed 1 or 2 homework deadlines and/or the quality of work often needs to be improved.
2. Frequently meets deadlines late; has missed 3 or more homework deadlines and/or the quality of the work is usually to an unsatisfactory standard.
1. Always meets deadlines late and/or work is always completed to an unsatisfactory standard
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

# BEHAVIOUR

## Behaviour

5. Excellent (Never requires a verbal warning).
4. Good (Rarely needs a verbal warning, generally focused, never receives a comment for behaviour).
3. Requires improvement (Occasionally requires a verbal warning, sometimes receives a comment for behaviour).
2. Poor (Frequent verbal warnings and/or often receives a comment for behaviour).
1. Very poor (Incurs repeated comments or has required removal from the classroom).
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

# Y11 PROGRESS AND UPD ASSESSMENT (GRADECARD)

In addition to the underpinning performance grade given by subject teachers, there will also be key data relating to your child's target grade.

Furthermore, attendance data will be included.

The next slide is an example of a grade card.

# AN EXAMPLE GRADECARD

Attendance Information from September 2021

Authorised absences	Un-authorised absences	Percentage of attendance
15	0	93.5

If no grade is recorded for a subject or a subject is missing, please contact Jonathan's teacher directly.

Subject	End of Key Stage 4 TARGET (EOKS4)	End of Key Stage 4 Progress Assessment (EOKS4 PA)	Underpinning performance data			
			Effort	Homework	Participation	Behaviour
English Language	9	8	5	5	5	5
English Literature	9	8				
Mathematics	9	9	5	5	5	5
Biology	9	9	5	4	4	5
Chemistry	9	9	5	5	4	5
Physics	9	9	5	5	5	5
Computing	9	9	5	5	5	5
Geography	9	8	4	4	4	4
French	9	9	5	5	5	5
Design Technology	8	8	5	3	5	5
Core PE			5		3	5

What your teachers think you will achieve at the end of Year 11 based upon your current performance.

Your target based upon information such as your KS2 SATS

Attendance should be 96% or higher. Attendance lower than this can affect your performance.

Your performance grades. Grade 5 is the best. Any grade at 3 or below could risk affecting your progress.

# Y11 PARENTS EVENING

A reminder, this is scheduled for Tuesday 13<sup>th</sup> December.

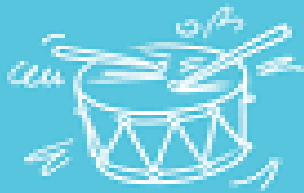
Further information will be disseminated in due course in relation to whether the evening will be done remotely or in school.



# TIMELINE FOR STUDENTS

Year 11 mocks week beginning Monday 16<sup>th</sup> January 2023.

To support and prepare students with the rigour of final end of Year 11 examinations.



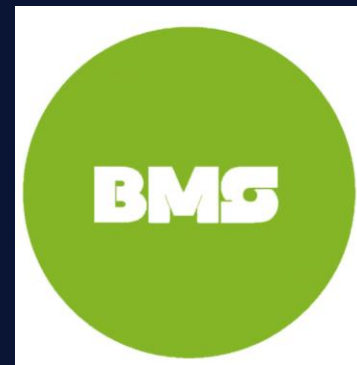
THE RESULTS ARE IN...

10<sup>th</sup> February Y11  
Mock results day.



# CAREERS, PROGRESSION AND EMPLOYABILITY SKILLS

From Year 7 to Year 11 and beyond



# TIMELINE FOR STUDENTS

Year 10 & 11 students are supported to make the most appropriate aspirational choices of those available to them.

For most students this would be Jesmond Park Academy Sixth Form.



**MRS HOOKER**

**HEAD OF YEAR 11**

# SUCCESSFUL STUDENTS

- Have a high level of attendance
- Have a good subject knowledge
- Have worked hard over an extended period of time
- Follow their teachers' and parents' advice
- Are well prepared
- Are well organised
- Are well rested
- Are confident and relaxed
- Take the process seriously
- Try hard, never give up
- Show perseverance after tough papers
- Use their time productively

# LESS SUCCESSFUL STUDENTS

- Have lower levels of attendance
- Know little about the subject they are studying
- Do their own thing
- Do not prepare or revise
- Are disorganised with their timetable and preparation
- Are burned out
- Have wound themselves up and “stressed out”
- Think that mocks or practices are unimportant (they will wait for the “real thing”)
- Give up after one tough exam
- They waste time



# SUCCESSFUL STUDY AND REVISION IN YEAR 11



# INFORMATION THAT WE WILL PROVIDE YOU WITH OVER THE COURSE OF THE YEAR

- Examples of revision techniques that may work for your child – together you will know which are effective (Year 11 mocks and final Year 11 GCSE exams).
- Your child's examination timetables (Year 11 mocks and final Year 11 GCSE exams).
- Your child's grade cards.
- Period 7 timetables.

# SUPPORTING WELLBEING & ONLINE SAFETY

Where do you go if you're worried?







# KEEPING KIDS SAFE ONLINE RIGHT NOW

TOP  
TIPS

## 1. SET UP PARENTAL CONTROLS

Check your settings are up to date and controls are applied on all devices and apps.

## 2. SUPERVISE ONLINE ACTIVITIES

Ensure online activities are supervised by an adult and in a public space in the house. E.G - Living/Dining Room.

## 3. SET CLEAR EXPECTATIONS

Talk about expectations for behaviour online, including how and when devices will be used.

## 4. TALK ABOUT IT

With the schools closed, online activities will increase. Let your children and young people know they can talk to you about anything that happens online.



## 5. GO ONLINE TOGETHER

See if you can share online experiences by joining in with their favourite app/game.



[Home](#) / [About the Academy](#) / [Other Information](#) / [Online Safety](#)

# Online Safety

In response to the Parent Online Safety Survey the following information has been signposted to help Parents with Online Safety.

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## What are the Risks and Dangers of being Online? A General overview of Online Safety and a list of some of the main Risks and Dangers

### Discussing the Safe use of the internet:

The NSPCC have produced the following guide which can be found [here](#) - How to start the conversation with your child about staying safe online, and what to do if you're worried about online safety.

### Parental Controls:

Do you know how to set up Parental Controls set up by your internet provider? The 4 big internet providers in the UK - [BT](#), [Sky](#), [TalkTalk](#) and [Virgin Media](#) - provide their customers with free parental controls which can be activated at any time. The UK Safer Internet Centre shows how you can help prevent age inappropriate content being accessed online on computers in your home, which can be found [here](#).

The NSPCC have also produced an excellent [guide](#).

**Social Networks/Media**

# 10 WAYS PARENTS CAN SUPPORT THEIR CHILDREN TO BUILD POSITIVE MENTAL HEALTH HABITS



Encourage your child to openly talk about their feelings and thoughts



When your child is worrying help them to effectively problem solve



Support them to connect and build positive relationships with others



Encourage them to look after their physical health (Sleep, food, exercise)



Help them to stay focused on the present moment using mindfulness



Highlight the importance of looking after both physical and mental health



Be a mental health role model. Demonstrate positive behaviours



Praise, encourage, motivate and regular support your child to build their self esteem



Work together to learn some coping skills such as deep breathing



As your child grows up encourage and support autonomy

# **MENTAL HEALTH SUPPORT IN** **SCHOOL**

Student's tutor

Self-care strategies (Wednesday tutor programme)

Year Teams

School Counsellor referral

Wellbeing referral

School Health referral

SENDCo support

Support strategies covered in Citizenship / PD lessons



# ‘HOW TO SUPPORT YOUR CHILD IN YEAR 11’

## THANK YOU FOR ATTENDING OUR PARENT & CARER INFORMATION EVENING

CHRIS MASON (HEAD OF KEY STAGE 4): [CMASON@JESMONDPARKACADEMY.ORG.UK](mailto:CMASON@JESMONDPARKACADEMY.ORG.UK)

HAYLEY HOOKER (HEAD OF Y11): [HHOOKER@JESMONDPARKACADEMY.ORG.UK](mailto:HHOOKER@JESMONDPARKACADEMY.ORG.UK)

LYNDSEY HENDERSON (Y11 MANAGER): [LHENDERSON@JESMONDPARKACADEMY.ORG.UK](mailto:LHENDERSON@JESMONDPARKACADEMY.ORG.UK)