

KS4 Information Evening

Belfast Boys' Model School

Welcome

Aim:

To provide guidance on how best to help your son at home

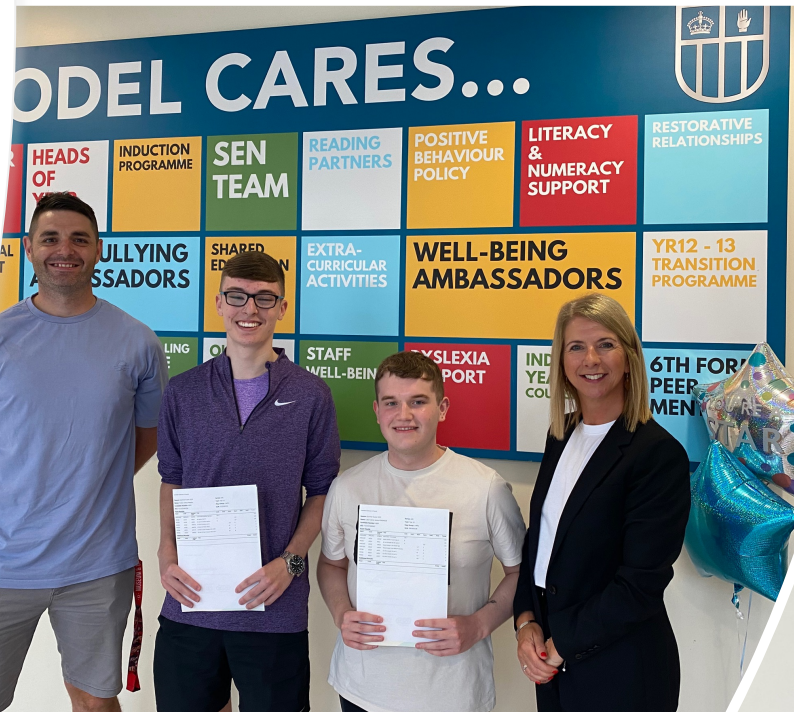
To give advice on GCSE English & Maths

To explain Access Arrangements

To outline arrangements for Controlled Assessment and GCSE preparation



Rewards and Success...



CARES...



Miss Farquhar
Vice Principal





Making sure your son is ready to learn

Positive
mental health

Support when
necessary

Attendance

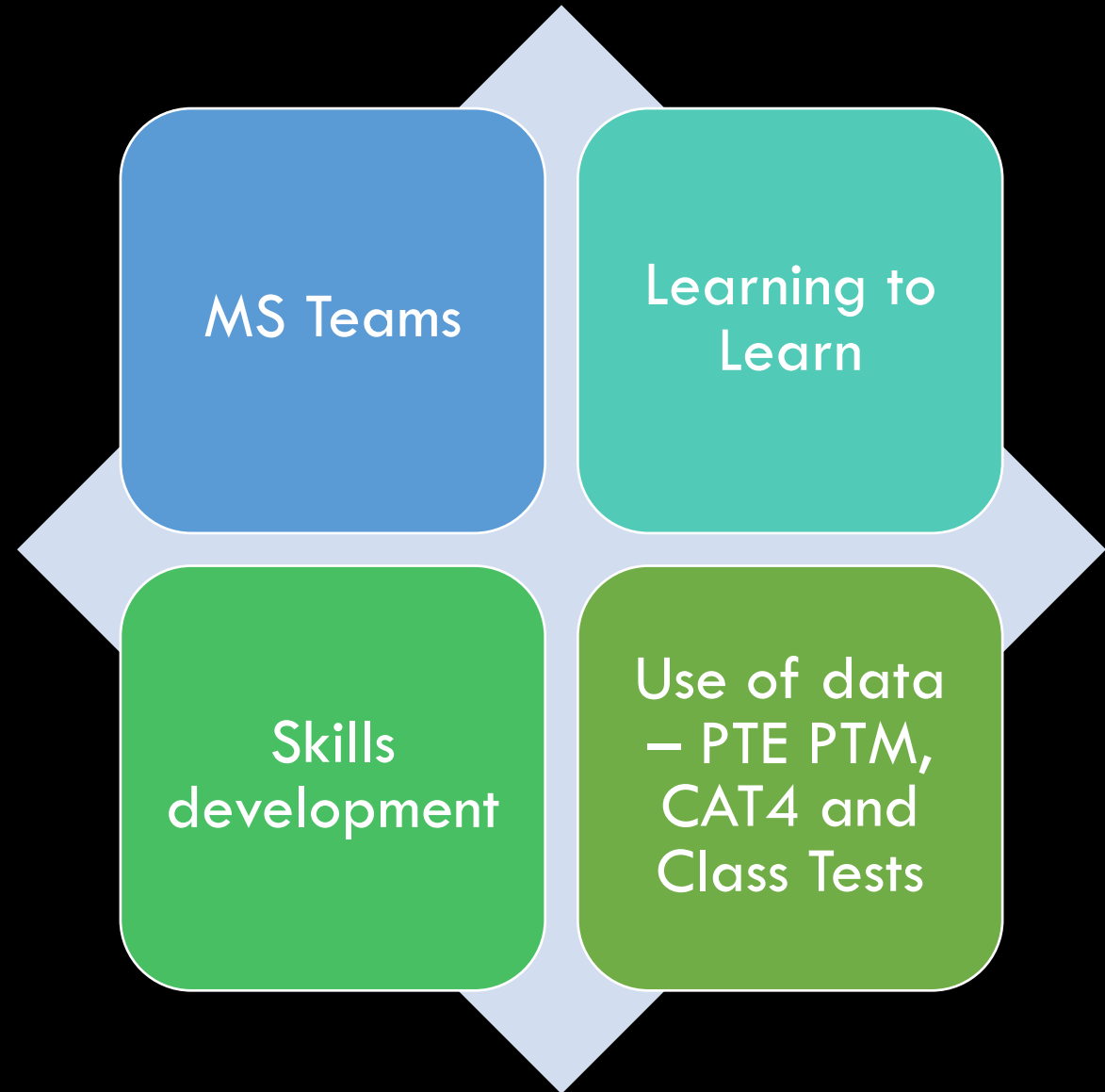
Building your son a successful future

- Y11 Transition
- Subject Choices and letting pupils settle in
- Strong start to GCSE courses – Learning to Learn
- Confidence in assessment and supporting pupils gain excellent results and progression



DR	HEADS OF YEAR	INDUCTION PROGRAMME	SEN TEAM	READING PARTNERS	POSITIVE BEHAVIOUR POLICY	LITERACY & NUMERACY SUPPORT	RELATIONSHIPS
RAL RT	ANTI-BULLYING AMBASSADORS	SHARED EDUCATION	EXTRA-CURRICULAR ACTIVITIES	WELL-BEING AMBASSADORS	YR12 - 13 TRANSITION PROGRAMME		
TURE' SSES	P7-YR8 TRANSITION PROGRAMME	OUTSIDE	FE	INDIVIDUAL YEAR COUNSELLORS	67	FORM	RS

Learning in 2023- 2024 in Belfast Boys' Model





Careers at BBMS

Skills and Attributes

Informed Decision Making - *Personal Career Planning*

Workshops on job application process –
CVs, interviews, etc.

Progression Routes

Careers Calendar

September-December

Employability Skills Events with Career
Ready, BT, PwC

January

Target Setting

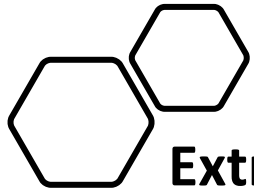
March-April

Careers Convention – Higher & Further
Education, Employers
Subject Choice Fairs

June

Meet the Employer event





Extra-Curricular at BBMS

Why Get Involved?

- Employers want SKILLS as well as qualifications
- Develops soft skills employers want
- Bespoke to BBMS
- Lunchtime & after-school
- Sporting & non-sporting
- Huge range available

PLEASE ENCOURAGE YOUR SON TO TAKE PART IN AT LEAST ONE...



Lunchtime Clubs

Day	Period	Teacher	Club	Yr group	Room
Monday					
	6a	G Murray	Football	13	PE Area
	6a	N Uprichard	Lego	8 & 10	61
	6a	S Todd	Lunch Club	8	134
	6a	S Butterworth	Plant Club	8 & 10	142 & GH
	6b	L Parra	Languages	9	216
	6b	J Brown	Multi-Lingual Club	9, 11 & 12	254
	6b	D Spicer	Enterprise club	9, 11 & 12	22
Tuesday					
	5	S Baird & K Brown	Choir	8 & 9	234
	5	J Drury	Minecraft	8	50
	5	J Neill	Art & Drawing Club	8, 9 & 11	249
	5	L Parra	Pet Club	8, 9 & 11	216
	6a	L Parra	Pet Club	10	216
	6a	R Black	Mathematics Club	12	60
Wednesday					
	6a	B Wilson	Football	14	PE Area
	6a	J Shearer	Pupil Voice Drop-In	All	230
	6a	G Caulfield	SU	9	213
	6b	A Laverty	Book Club	9	203
	6b	L Farr	Board games	8 & 10	215
	6b	D Spicer	Wellbeing & Mindfulness	8, 10 & 11	22
Thursday					
	6a	S Baird	Choir	8 & 10	234
	6a	L Chestnutt	Debating Club	10 & 11	209
	6a	R Reid	History club	8 & 10	228
	6a	L Parra	Languages	8 & 10	216
	6b	A Quinn	Restorative Yoga	9 & 10	Studio
	6b	V Stewart	Minecraft	9	53
	6b	R Blair	Debating & Public-Speaking	9	57
	6b	S Todd	Lunch Club	9	134
Friday					
	6a	C McLaughlin	Lego	8	208
	6a	A Laverty	Origami	8 & 10	203
	6a	G Caulfield	SU	8 & 10	213
	6a	L Jouanny	Film Club	8, 10, 13 & 14	203
	6a	R O'Neill	Lunch Club	8, 10, 13 & 14	134
	6a	A Quinn	Restorative Yoga	8, 10, 13 & 14	Studio
	6b	N Uprichard	Bronze Duke of Ed.	Yr11	61
	6b	C McLaughlin	Lego	9	208

After-School Clubs

Club	Day	Time	Teacher	Yr Gps	Room	Week Beg.
Drama Club	Monday	3.20-4.20	Mrs McMorrow	Yr8-14	Studio	18th Sept.
History Club	Monday	3.20-4.20	Mr Reid & Mr Shearer	KS3	228	11th Sept.
Homework Club	Monday	3.20-4.00		All	Library	11th Sept.
Club	Day	Time	Teacher	Yr Gps	Room	Months/Terms
Football Club	Tuesday	2.15-3.20	P Munyard, R Reid & L McCausland	Year 8	Mt. Pleasant	3rd Sept.
Badminton	Tuesday	2.00-2.40	J Pirie	All years	Sports hall	Sept.
Homework Club	Tuesday	2.00-2.40		All	Library	11th Sept.
Club	Day	Time	Teacher	Yr Gps	Room	Months/Terms
Homework Club	Wednesday	3.20-4.00		All	Library	11th Sept.
Rugby Club	Wednesday	3.20-4.20	Various	All	Mt. Pleasant	11th Sept.
Club	Day	Time	Teacher	Yr Gps	Room	Months/Terms
Football Club	Thursday	2.50-3.50	P Munyard & J Smith	Year 9	Mt. Pleasant	3rd Sept.
Basketball Club	Thursday	2.40-3.40	Mr Gray	11	Sports hall	11th Sept.
Cookery Club	Every other Thurs.	2.40-3.40	HE Teachers	Y8-12	134	October
Mountain Biking	Thursday/Friday	2:40-3:50	Mr Corey	Y10-12	140	October

A large orange circle on the left side of the slide, partially cut off by the edge.

Raising
Standards
Leader-
Mr Carlisle

- My role is to ensure your son achieves the best set of GCSE Results possible
 - Individual mentoring
 - Identifying underachieving pupils
 - Organising extra support if needed
 - Co-ordinating revision programmes in the lead up to external exams



Key Exam Dates

DA Science:

- Physics Re-sit Wednesday 15th November

SA Science:

- Chemistry 22nd November
- **English:**
 - English Language Unit 1 (*Friday 17th November 2023 only for those who did not attempt Unit 1 in Year 11.*)
 - English Language Unit 4: Monday 20th November 2023 for ALL Year 12.

Maths:

- M2, M3 and M4 (Re-sit only) : Tuesday 21st November 2023

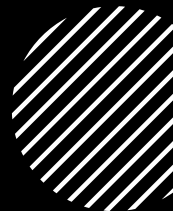
BTECs

w/c 8th January





JCQ Exam Regulations



1 Be on time for all your exams.



2 Do not become involved in any unfair or dishonest practice during the exam.



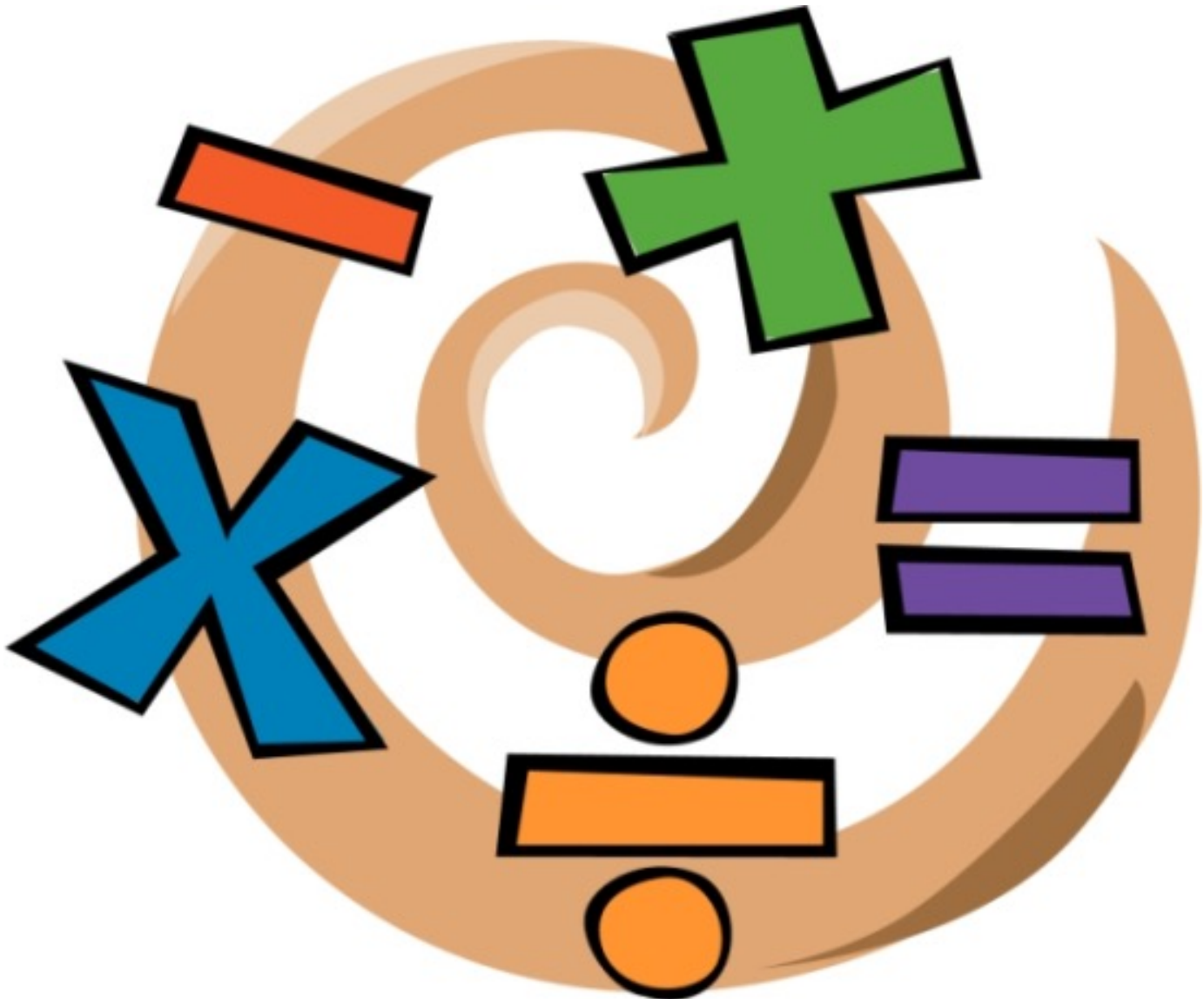
3 If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.



4 You must not take into the exam room: (a) notes; (b) an iPod, a mobile phone, a MP3/4 player or similar device, or a watch.



5. Do not talk to or try to communicate with or disturb other candidates once the exam has started.



Maths

Mrs Hanna
Head of Maths

Maths Books

Each boy will have received –

- A folder to keep his book and worksheets together.
- A blue classwork book for taking down notes, examples and completing tasks set in class.



THINK MATHS!

- Boys are encouraged not just to learn methods and re-use them.
- Every boy should be asked to answer a question or explain something in every lesson.
- Common strategies include being asked to spot errors and explain why an answer cannot possibly be right.



Multiply out $3 (2x - 5)$

a) $6x - 5$

b) $5x - 8$

c) $6x - 15$

d) $6x + 15$



Which calculation should I use to increase 75kg by 8% ?

a) 75×1.8

b) 75×0.92

c) 75×1.08

d) 75×0.08



What is my son working towards?

- All of Year 12 were entered for either M2, M3 or M4 at the end of Year 11, worth 45% of the overall award.
- Most are now working towards M6, M7 or M8 in June.
- A small group of boys are resitting the first unit in November.
- Others will have an opportunity to resit the first unit in June, alongside the second unit.



What is my son working towards?

- All of Year 11 are working towards M2, M3 or M4 in June, which will contribute 45% of their overall GCSE grade.
- It is hugely important that they give this their best effort as having to resit will present some difficulties.



Importance of Home Study

- Boys will have 4 'common assessments' for Maths, focussing on Numeracy Skills.
- Other formal homework will not be set.
- The aim is to encourage pupils to become independent learners.
- A range of videos, questions, online activities, past papers are available on your son's Maths Team.



Useful Websites

www.mymaths.co.uk

This resource contains notes, examples and practice questions on all topics. It will mark the work and give instant feedback.

www.mathsworkout.co.uk

This fully interactive resource marks answers instantly and can generate unlimited practice questions on any topic.

www.corbettmaths.com

This excellent website provides video tutorials, worked examples and numerous questions on every topic.



Past Papers

- These are the best tools to bring about improvement in exam performance.
- They will be completed in class, marked and sent home with pupils to correct any errors.
- Class time will be spent going over corrections.
- This system does not work if pupils are not in school every day!!



Common Pitfalls

- “I’ve already got a Grade C”
- “There’s no point in me even trying this”
- “This is easy – I don’t need to revise”
- Poor attendance
- Spending time revising material that is not going to be on the exam
- Lack of equipment
- Not turning up for the exam!



What Help is Available?

- Maths staff are available to help GCSE pupils if they are having difficulty.
- Tuesday lunch time Maths Support Club.
- Extra help can be organised by arrangement with their Maths teacher.
- M2 and M3 resit revision classes after school every Tuesday.
- Revision classes will be made available to all pupils in the period before their exams. These usually starts from February/March time. All Year 11 and 12 students should be attending.



Summary of Key Messages

- **Every** boy in BBMS is capable of a good GCSE grade in Maths
- The exam will not ‘pass itself’ – boys need to make the effort themselves, with support, encouragement and discipline from us and you
- Without doubt, the best way to revise for Maths is practice, practice and more practice
- **FULL ATTENDANCE IS ABSOLUTELY VITAL!**



English

Mrs Warren



Every Year 11+12 pupil is entered for GCSE English Language.

When does the assessment take place?	Type of Assessment	Value
Year 11: Term 1	1st Controlled Assessment	10%
Year 11: Terms 1-3	Speaking & Listening Assessments	20%
Year 11: Term 3	1 st External Exam 8th May 2024 *Re-sit in Year 12 if necessary	30%
	2nd Controlled Assessment	10%
Year 12: Term 1	2nd External Exam Nov '24 (re-sit in summer 2024 if necessary)	30%
Year 12: Terms 1-2	Improving Speaking & Listening Assessments	20%
	Improving Controlled Assessments	20%
Year 12: Term 3	Re-sits of External Exams (if necessary)	30%

How do we support your son?

- We prepare him fully; the skills needed for success at GCSE are practised and built upon from the start of Year 8.
- We track assessments to monitor progress and intervene promptly.
- We provide lunchtime / after school revision classes which are compulsory for all (Year 12s: Oct + Nov 2023; Year 11 in Mar + April 2024).
- We give detailed feedback, identifying the strengths of your son's work and areas that he needs to strengthen to access higher marks.
- We provide a range of 'What A Good One Looks Like' (WAGOLLS).

How do we support your son?

- We set Speaking and Listening tasks that capture the pupils' interests.
- We work for CCEA. Several of the English teachers are also CCEA examiners – we share knowledge of the most valuable skills to achieve success.
- We deliver 'Walk and Talk Mocks' - your son will know exactly what is required in his exams.
- We believe in your son and have high expectations of him.
- We stay in contact with you (email and phone) and work closely with the Head of Year and VP for Curriculum!

We never accept underperformance.

How can you support your son?

- ✓ Encourage him to attend lunchtime / after school revision classes.
- ✓ Encourage him to complete past papers at home under timed conditions.
- ✓ Encourage him to complete English homework once a week.
- ✓ Help him to be aware of current affairs – discuss news items at home. Encourage debate.
- ✓ Monitor the feedback he is given and encourage him to explain the strengths of his work and what he needs to do to make it better.
- ✓ Encourage him to read for pleasure.
- ✓ Keep in touch with your son's English teacher.





Extra Curricular English



There are several clubs and activities your son can take part in to help him build friendships, improve his communication skills and have fun through English.

- Book Club (sharing a love of reading at lunch time).
- Debate Club (learning the art of debate at lunch time).
- Theatre Visits (arranged throughout the year).
- Author Visits (arranged throughout the year).
- Access to poetry competitions.
- Access to writing workshops held by external agencies.



ACCESS ARRANGEMENTS

Mrs Best
Learning Support
Coordinator

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What are Access Arrangements?

Access arrangements are how “reasonable adjustments” are made for pupils who have a disability, special educational need or temporary injury that has a substantial effect on their performance in an assessment.

Access arrangements are based on need and must reflect the pupil’s normal way of working on a regular basis when taking tests and exams as observed in school over a period of time.

What are Reasonable Adjustments?



The Joint Council for Qualifications (JCQ) bases its guidance on the Equality Act (UK) 2010. This requires awarding bodies to make a reasonable adjustment where a candidate who is disabled would be at a substantial disadvantage in comparison to someone who is not disabled without a reasonable adjustment being made.



Access arrangements do not change the skills or knowledge being tested and must not give a pupil an unfair advantage. An access arrangement should “level the playing field”.

Who decides the access arrangements required?



The evidence of need to apply for access arrangements required by JCQ, is collated by the LSC before the school applies to JCQ for access arrangements.

JCQ publishes regulations and guidance relating to access arrangements on an annual basis.

All schools and colleges must adhere to JCQ guidelines.

JCQ regulations state that schools must be able to demonstrate a history of need

Mrs Best and Mr McBride are the school's designated qualified assessors.

Teaching staff support the LSC in identifying, determining and implementing appropriate access arrangements.

If a pupil has a SEN, a Medical Diagnosis or a physical condition are they automatically entitled to access arrangements?

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A determination of SEN or a medical diagnosis/physical condition itself, does not automatically entitle a pupil to access arrangements. The pupil will need to have been observed as being substantially disadvantaged in taking school tests and exams to be awarded access arrangements.

Teachers will have observed and recorded the pupil's normal way of working over a period of time, not just before external exams.



JCQ state that where necessary the LSCs detailed information, must be supported by specialist evidence confirming the candidate's disability.

Exam Stress



Exam stress is a usual and common part of the examination process. We offer advice to students taking examinations on how to cope with pressure. Parents can offer support at home by suggesting the use of the taught strategies.



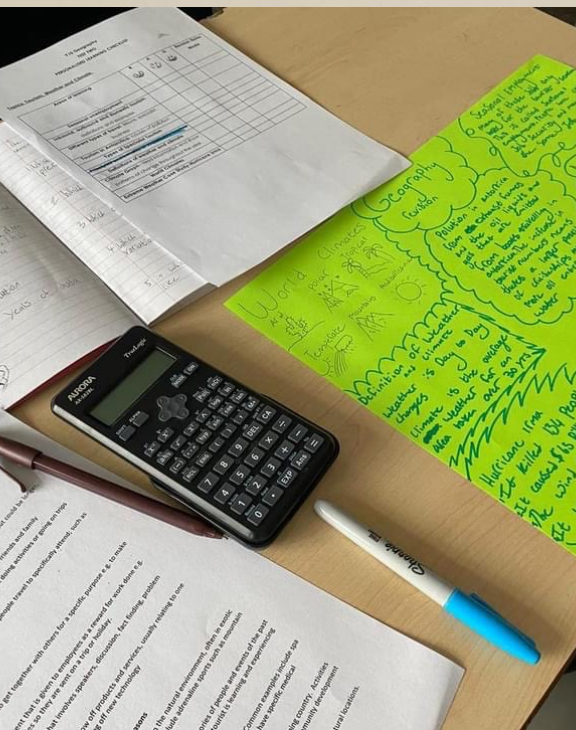
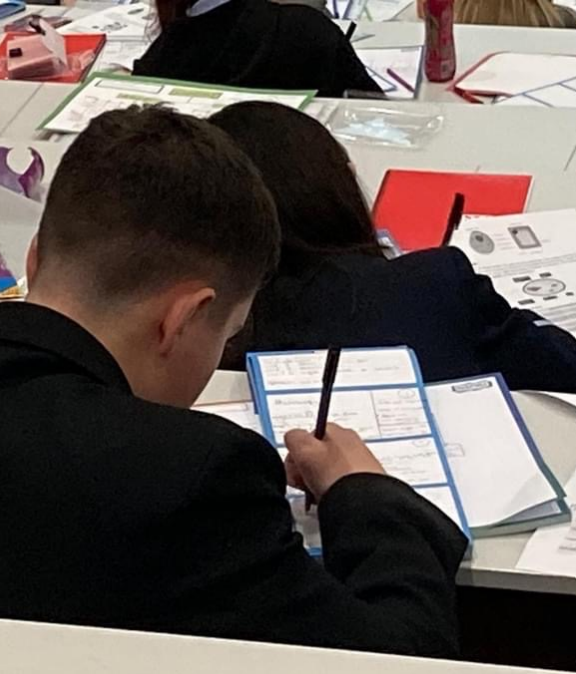
Childline UK— Preparing for exams



NHS—Coping with exam stress

Mrs Williamson

Teaching, Learning and Assessment



Information for Parents

- All students are guided to work towards the highest grade they could possibly achieve.
- **All students will be given:**
 - an assessment calendar with homework titles.
 - Pupil Learning Checklists to remind them of what they should be doing to prepare themselves for tests or completing portfolio material.
- **All pupils** will have access to MS Teams to receive notifications of homework and Class tests.



Study and Revision



- **Retrieval sessions** – Every subject will be using some classes for retrieval exercises, demonstrating how pupils can use them in their subjects to help them retain information better. Retrieval is a key focus of our work in BBMS but it is important that this is supported by work at home, and some parental support when able.
- **Planning and revision materials**
- **Revision classes** and **Booster classes** will take place closer to examination periods. You will be notified of times and dates.

Theme A: Population and Migration

Personalised Learning Checklist

Learning Outcomes	What Do I Need To Know?	100% confident	I am okay with this, some more revision is needed	I do not understand this; I need to revise this thoroughly.
Define the following terms: crude birth rate, crude death rate and natural change (natural increase and natural decrease)	- You need to remember all three parts of the definition of birth rate - You need to remember all three parts of the definition of death rate - Know the definition of natural increase/ decrease and how to work out the calculation			
Detailed knowledge and understanding of the five stages of the demographic transition model as it relates to the following: changing birth rates, changing death rates and population change.	- What does DTM stand for? - Know that the DTM shows change over time and be able to use the key to accurately interpret the birth rate, death rate and total population lines - Be able to explain why the death rate falls at Stage 2 e.g., vaccinations, sanitation, better food - Be able to explain why the birth rate falls at Stage 3 e.g., women's rights, family planning, lower infant mortality - Be able to name places for illustration e.g., India			

Subject English Literature Year 12 Poetry BBMS Learning Checklist

***See your revision grids for each poem**

Content	Knowledge/ Skill			Revision	
	Secure	Insecure	None	Revised	Tested
I understand the Historical and Social context of the Conflict poems I have studied, particularly focussing attitudes to conflict, nationalistic pride and propaganda					
I am confident that I know enough about each poet's life and its importance in the context of the poem.					
I can describe and analyse the theme of conflict in the poem.					
I can describe and analyse the language used to inform the reader about conflict					
I can understand the effect of the linguistic devices we use in English and can explain how the poet uses language for effect. (Imagery)					
I have a clear understanding of the plot and characters of the poems. (Content)					
I can perceptively analyse language using PEE by: <ul style="list-style-type: none"> explaining what the poetic techniques tell us about the poet's view of conflict adding layers of thinking – <ul style="list-style-type: none"> Why has the writer bothered to use that specific word or image? What do I now understand about poet's view of conflict? How has this made me feel about the poet's experiences? 					
I can comment on the Voice, Mood and Tone of each poem and the effect these have on the reader.					
I can comment on Rhyme, Rhythm and Form of each poem and the effect these have					

Revision timetable template

Date Time	Monday //	Tuesday //	Wednesday //	Thursday //	Friday //	Saturday //	Sunday //
9am-4pm	School	School	School	School	School	10-11am	
4-5pm						11am-12pm	
5-6pm						12-1pm	Lunch & Exercise/Social media
6-7pm	Dinner & Exercise/Social media	Dinner & Exercise/Social media	Dinner & Exercise/Social media	Dinner & Exercise/Social media	Dinner & Exercise/Social media	1-2pm	
7-8pm						2-3pm	Free time
8-9pm						3-4pm	Free time
9-10pm						4-5pm	Free time
10-11pm	Free time	Free time	Free time	Free time	Free time	5-6pm	Free time

What should my son be doing to prepare for examinations?

- Use Subject revision guides/Pupil Learning Checklists
- Use revision timetable and revision techniques taught in school before each school assessment

Revision timetable template

Date Time	Monday //	Tuesday //	Wednesday //	Thursday //	Friday //		Saturday //	Sunday //
9am-4pm	School	School	School	School	School	10-11am		
4-5pm						11am-12pm		
5-6pm						12-1pm	Lunch & Exercise/Social media	Lunch & Exercise/Social media
6-7pm	Dinner & Exercise/Social media	Dinner & Exercise/Social media	Dinner & Exercise/Social media	Dinner & Exercise/Social media	Dinner & Exercise/Social media	1-2pm		
7-8pm						2-3pm		Free time
8-9pm						3-4pm		Free time
9-10pm						4-5pm		Free time
10-11pm	Free time	Free time	Free time	Free time	Free time	5-6pm		Free time

1. Flash Cards/Cue Cards

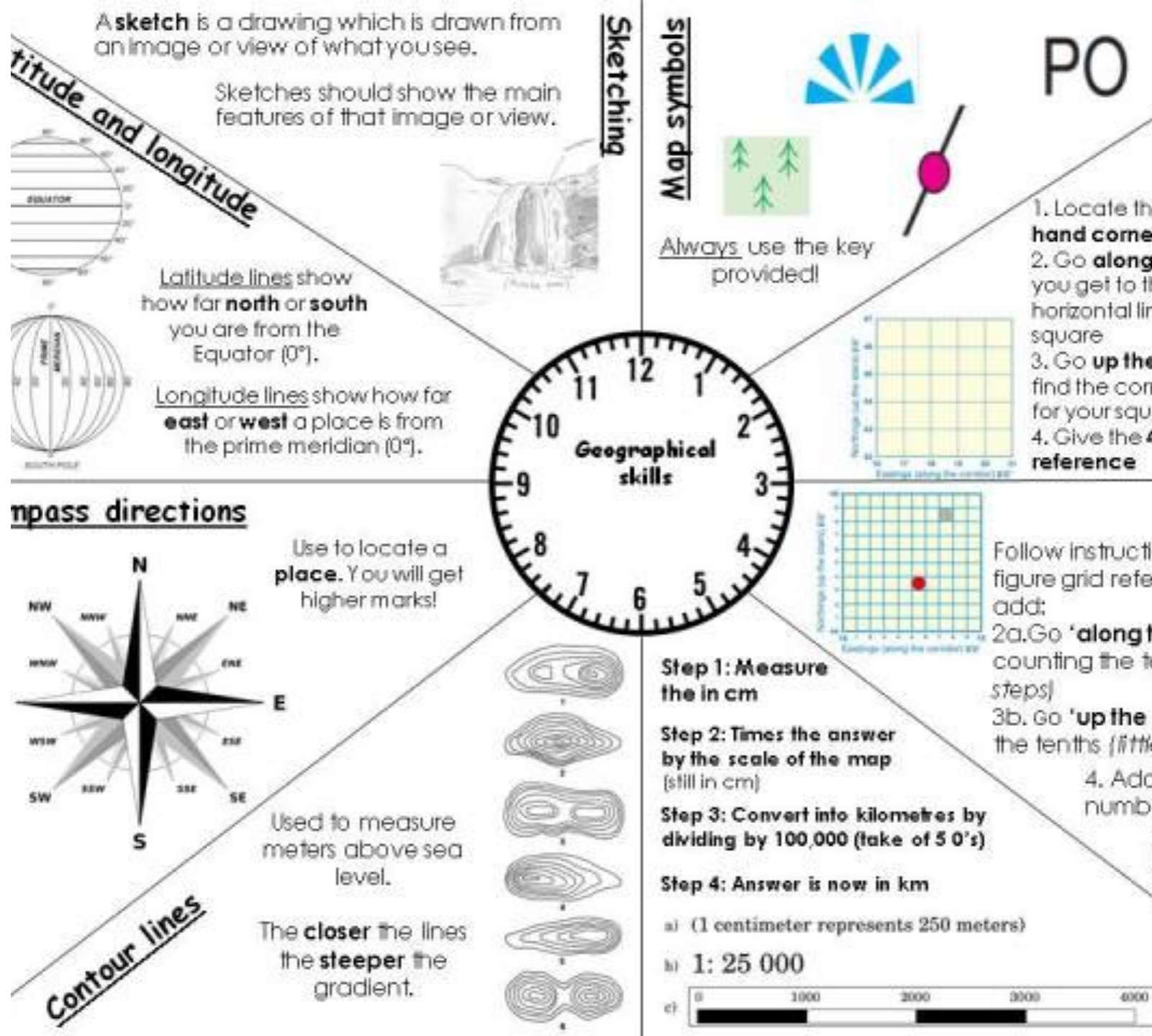
- Probably the simplest of methods to help you to recall knowledge.
- Create cards with your key content.
- Remember to create a question card to help you retain key facts

Hydrogen Sulfide Production

- Sodium Thiosulphate the use ferric ions
to utilize Ferric ions
↳ Ferric Sulfate, ferric ions
Ammonium sulfate/citrate
- Some are or SIM not an TSI (why?)
↳ Sucrose fermentation blocks H₂S
production in TSI

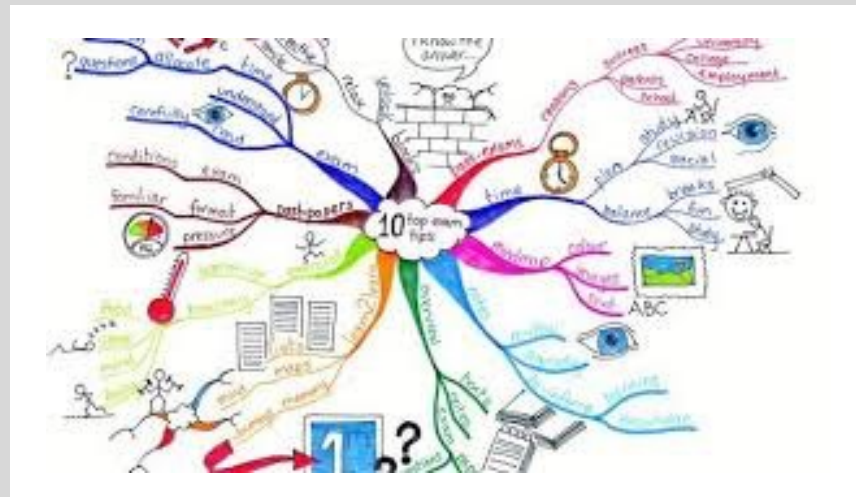
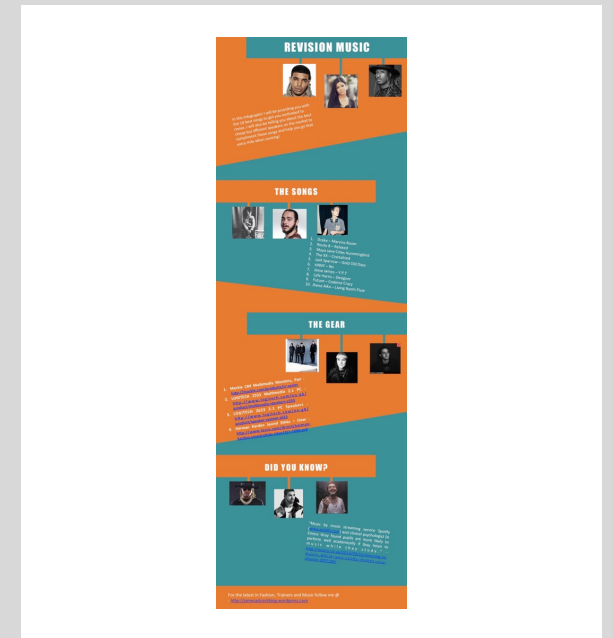
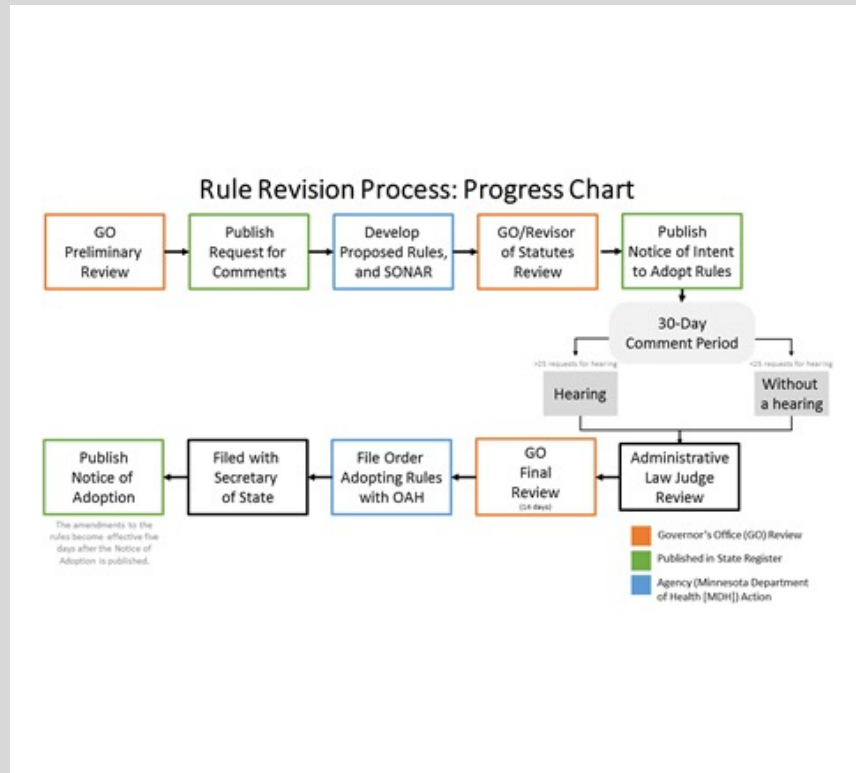
2. Revision Clock

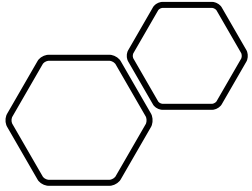
- break your topic down over a 1-hour period.
- You'll need an A3 sheet and a clock image in the centre.
- Split the sheet into 5 or 10-minute chunks. Give each section a focus from the topic.
- If you have a topic checklist, you can use it to create titles.
- Spend no longer than the time given to each section on that part of the topic.



3. Visual Revision

- Transform your notes into a visual format such as:
- a Venn diagram
- a mind map
- Flow chart
- infographic
- the key idea is to make it visual to allow you to draw links between stages, content and images.
- This gives you two ways of remembering the information later on.





Examples of resources for pupil Study can be found in their Year Team

- People -

- 15,000 died, 6000 injured.
- Many homes destroyed.
- 9 meter waves.
- No power because of it.

- Environment -

- 800 smaller earthquakes after the main one.
- 40m high tsunami.

Diagram: Plate Tectonics

1. Crust
2. Mantle
3. Outer core
4. Inner core

1. crust is thin layer
2. sea - mts n rock
3. 1, 4, d. layer
4. iron + nickel

Sed. memb. → Sandstone + limestone
Igneous → Basalt + granite
Metamorphic → slate + marble

Continental crust → can't be destroyed
Oceanic crust

Convection currents in the mantle plates

Plates move together

10 Constructive
20 Destructive
30 Conservative
40 Collision

Plates under continental crust

Plates rub together

Friction causes earthquakes

Focus: underground
Epicentre: Shakes just above the ground

Richter scale = Measures strength of earthquakes

Focus: underground
Epicentre: strongest shake above ground

new land being made
Constructive

Plate boundaries
Constructive
Destructive
Collision

Convection currents in the mantle cause plates to move

Tohoku Earthquake Case Study

- Happened 11th March 2011 at 14:46
- Philippine plate & Pacific plate was moving towards each other and North American plate

Diagram: Earth's Layers

1. Crust
2. Mantle
3. Outer core
4. Inner core

1. crust is thin layer
2. sea - mts n rock
3. 1, 4, d. layer
4. iron + nickel

Sed. memb. → Sandstone + limestone
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Oceanic crust

Convection currents in the mantle cause plates to move

Plate boundaries
Constructive
Destructive
Collision

Focus: underground
Epicentre: strongest shake above ground

new land being made
Constructive

Plate boundaries
Constructive
Destructive
Collision

Belfast Boys' Model School

Learning To Learn Resources

essay question

- Focus on civil rights campaign, protests, key people
- Although it asks about MLK, you should explain about all types of protests and key people as well as explaining MLK contribution.
- effect of murder of emet till
- elizabeth Eckford
- Rosa Parks
- bus boycott
- Lunch counter sit ins

Also discuss factors that started & slowed the civil right movement eg:

- KKK
- racist southern police
- white councils
- failure of the FBI

- 3 hour speech
- It was passed through Parliament in 1807 which made it illegal
- EU slave trade in the British empire
- a group of 12 men in 1787 was formed
- enslaved miss from home and family.
- treated as property not human
- enslaved died to poor conditions on middle passage
- had to work in harsh conditions with constant threats.

abolition

Slave trade

Slave trade became less profitable - This was a huge reason for the abolition as most of Britain's money came from slave trade. However the money coming from this dried and employers thought paid workers worked better.

money was coming from paid workers instead of slaves more, meant slave trade is pointless.

the middle passage

The middle passage is when the ships collect Africans and take them to America or Caribbean islands

20% Africans died on this passage

the slave trade triangle

empty ship leaves England

conditions on board slave ships

- if died you were on overboard
- men below deck and women & children above (less threat)
- very little space to move
- disgusting conditions

Empire and the

Slave trade

the middle passage

conditions on board slave ships



Controlled Assessment

- What is it?
- Why is it important?
- How does it affect GCSEs?
- Key issues for your son

Timeline of monitoring Progress. Success

August,
September,
October.

Targets are set with pupils by class teachers

Attendance and assessment tracking commences.

Year 11/12 Guidance Evening for parents and pupils

Information collected from teachers identifying really good and really poor starts.

Contact with parents if any concerns (HOY/Form teacher.)

November

Grades

- First set of central subject grades provided by teaching staff.

Contact

- Identify under achievement, contact is made with parents if teachers have any concerns.

Improve

- Subject Teachers and Heads of departments will devise Actions to help your son improve (catch-up)

JANUARY

Pupils off timetable to assess their own progress and talk to Form tutors and their parents about actions for improvement.

Set individual targets for rest of the year along with enrichment and careers activities.


Second set of central grades submitted by teaching staff.

Urgent actions agreed.

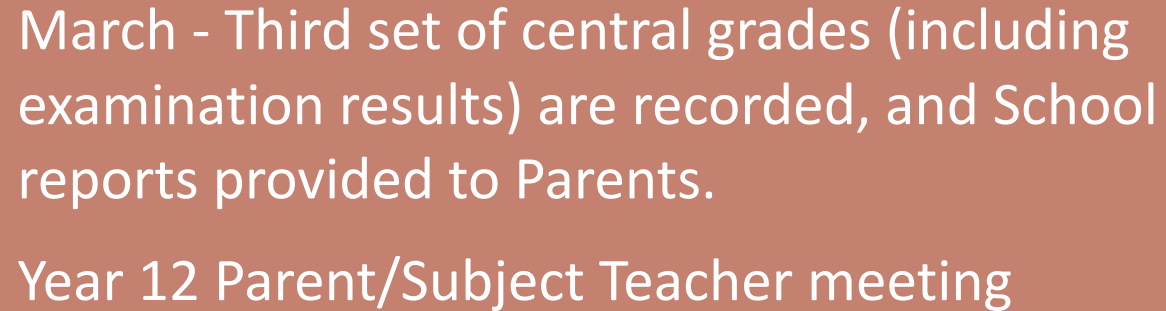
Organise 'push' for final grades and 'serious' revision

Targets – Tracking for Success

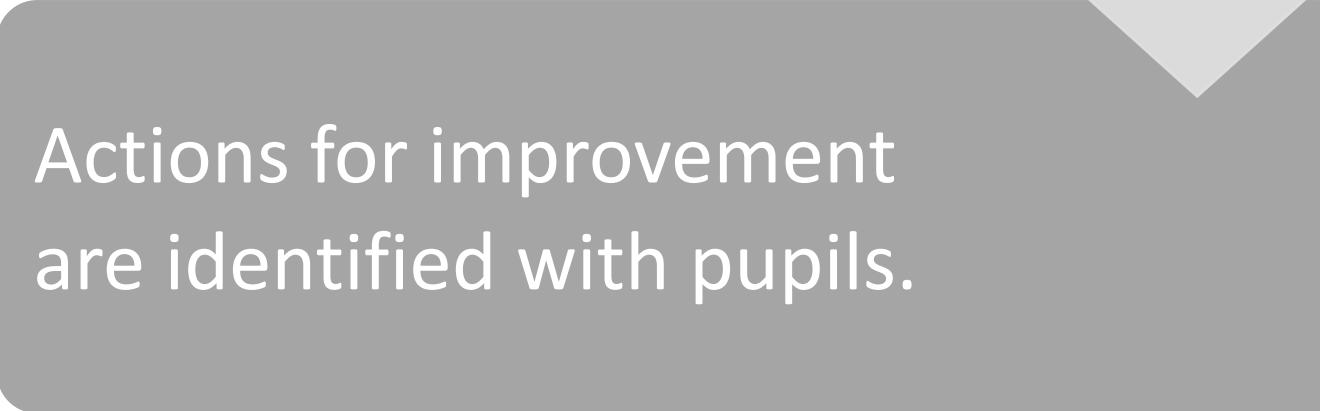
**February - Internal/Mock
Examinations / Completion of most
Controlled Assessments for Year
11/12**



March - Third set of central grades (including examination results) are recorded, and School reports provided to Parents.
Year 12 Parent/Subject Teacher meeting



Actions for improvement are identified with pupils.



April, May and June

- External GCSE exams for Year 11/12
- End of year internal tests for Year 11
- Final Progress reports are submitted by teaching staff and sent home
- Year 11 Pupils assess their own progress over the year with their form teacher.

August

- GCSE results for Year 11 and Year 12 pupils distributed.
- Individual targets set for new Year 12

Finally, in your booklet you will find...

- Learning to Learn information
- A guide to MS Teams
- Key exam dates for Year 12 this term
- Parent App information
- Information from the Maths Department
- Extra- Curricular activities information
- Year 11 and 12 Common Assessment Calendars

*Thank you for attending, if we can
be of any further assistance, please
don't hesitate to get in touch...*