



Year 11 Expectations Evening

Wednesday 11th September 2024

A copy of this presentation will be made available on our website.

Ready. Respectful. Safe



Agenda



1. Success and Learning: Mrs M Pye (Headteacher)
2. Intervention and Academic Support: Ms P Henderson-Barnes (Assistant Headteacher)
3. Year Group Overview and Expectations: Mr B Dyason (Year Leader)
4. GCSE Maths: Mr H Shah (Head of Maths)
5. GCSE English: Ms J Williams (Head of English)
6. GCSE Science: Ms P Henderson-Barnes (Assistant Headteacher)
7. Safeguarding: Ms A Johal (Deputy Headteacher)

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Success and Learning

Mrs M Pye, Headteacher

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Lots to Celebrate



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Lots to Celebrate!



- At GCSE, 30% of entries were graded 9-7.
- Over 50 students achieved grades 9-7 across 7 or more subjects.
- Our students performed better in the key headline measure of both Maths and English at Grade 5+ compared to other local schools in the area.
- At A level, 26% of all grades were at A/A* and 50% of all grades were at A*- B



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Lots to Celebrate!



- 3 students are attending Oxford or Cambridge this year.
- 1 student will be taking up a sponsored place at California Institute of Technology.
- 10 are about to embark on Medicine or Dentistry courses.
- A further 215 students got into the university of their choice.
- Well over a quarter of these students got places at Russell Group / Sutton Trust universities.



Key Messages

- A crucial year - GCSEs are the gateway to success.
- Your child should expect to be working really hard.
- If you have any concerns about your child's mental health, or the possibility of bullying, stress, anxiety or behaviour, please seek support from us. We have a wealth of pastoral interventions available, along with systems to stamp out bullying.



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Contact Details



Please ensure we have up-to-date contact details:

- Postal address
- Home phone
- Mobile phone
- Email.

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Next Steps

- We want as many Year 11s as possible to remain with us at Post 16.
- However, we do have clear entry requirements.
- Our Post 16 admissions policy makes it clear that we will not accept students with a poor behaviour record. Anyone who has a suspension in Year 11 is not likely to be offered a place.
- Please see our website for details about Post 16 admissions.



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Assistant Headteacher for Year 11- Intervention & Academic Support

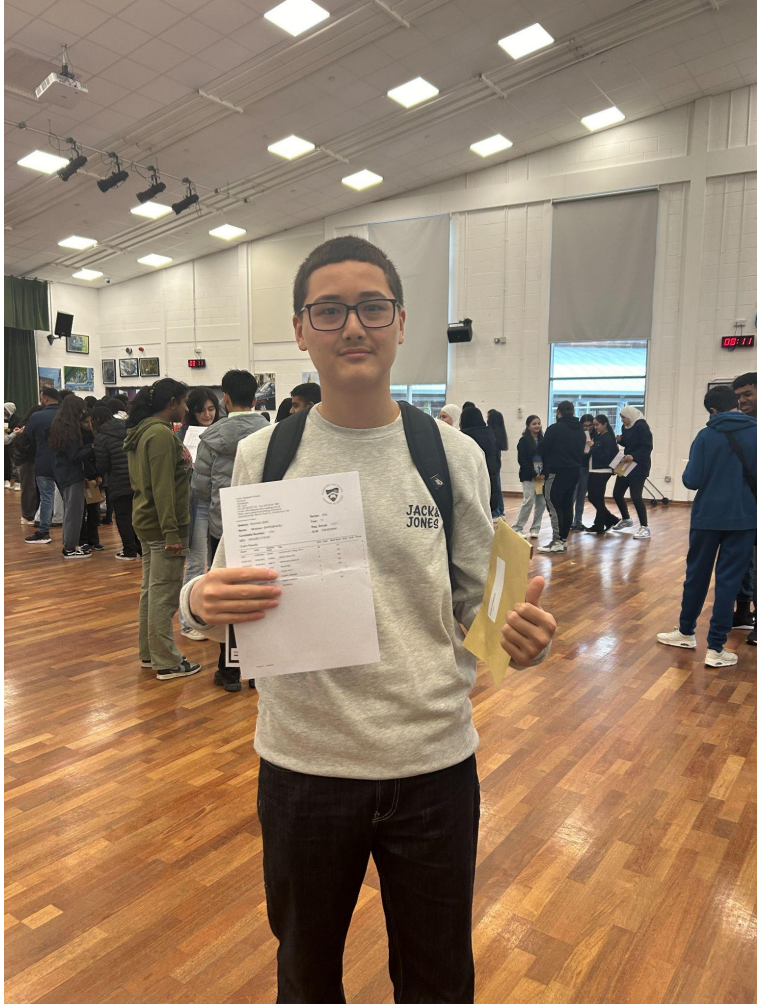
Ms P Henderson-Barnes

Assistant Headteacher

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Our students are proudly studying towards 9 GCSEs.



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The Home Straight



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- 9-1 scale

GCSE Grades

- Grades 9/8/7 are the best
- Grade 4 is a 'standard pass'
- Grade 5 is a 'good pass'
- English, Maths and Science are core subjects.

Sixth form entry requirements for A levels need grades 5 for English *and* Maths.

Please can you now open your envelopes and check your child's interim.

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1. Attendance Matters



Impact on Lessons and Learning

Student Attendance (%)	Number of days off a year	Number of actual lessons missed
95%	10 days absence	60
90%	19 days absence	114
85%	29 days absence	174
80%	38 days absence	228
75%	47 days absence	282

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Attendance & Punctuality Matters



Top Tips!!!!

1. Ensure they pack their bag the night before and that uniform is ready.
2. Get them to bed at a reasonable hour so that they get a good night's sleep, don't let them take their phone to bed
3. Set the alarm clock early enough to allow plenty of time to get ready properly.
4. Make sure they have some breakfast
5. Remind them to set off in the car, the train, the bus, or start walking early enough.
6. Check to make sure they have everything they need – equipment, books, PE kit.
7. Talk to your child about what they did in school today
8. Ensure your child has completed any homework or revised for any tests .
9. If you are at all worried about your child's attendance please contact us.



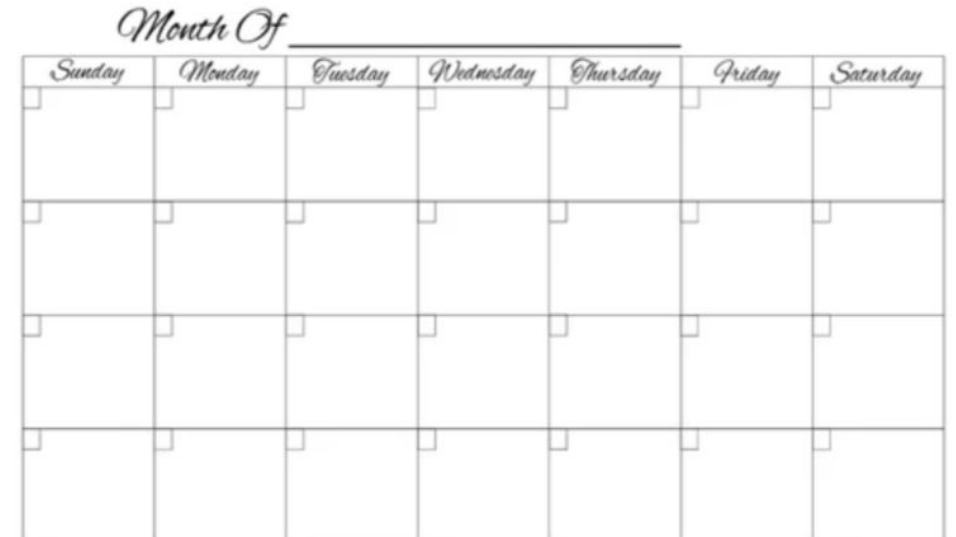
2. Organisation



1. Folders/ notes separated by topics.




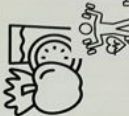


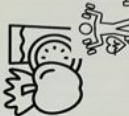
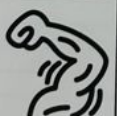

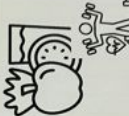


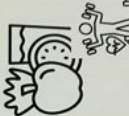
2. Having an organised space.

3. Having a calendar of key dates.



Friday 6th September

Labelling the skeleton

  running weights illustration fitness	 lungs breathing cardio-respiratory system	 working together social-cultural studies
 heart love cardio-respiratory system	 working together social-cultural studies	 working together social-cultural studies
 muscles system football sport the legs	 football sport the legs	 working together social-cultural studies
 skeleton muscles system football sport the legs	 brain system football sport the legs	 working together social-cultural studies

Friday 2nd September 2023

How do **SIKHS** show their **FAITH?**

- The Sikh holy book is the Guru Granth Sahib
- The symbol for Sikhism is the Khanda
- Guru Nanak was the founder of Sikhism

The gurdwara

- How do Sikhs worship?
 - wash hands and take off shoes
 - They go to a gurdwara which is the holy place of worship for Sikhs. They cover their heads.
- Why do they do these things?
 - To show respect.
- What are the symbols and what do they mean?
 - Gurmukhi - there is only one God. Khanda - the three swords protecting the circle.

challenge) Why is the gurdwara such an important place for Sikhs?

The gurdwara is a place of worship for Sikhs and everyone is welcome. The Guru Granth Sahib is there too.

Agility is the ability to change direction at speed whilst maintaining control

Test Illinois agility run
 Protocol 8 cones - 10m
 Tummy, whistle/signal

Type of training Circuit training
 adapt to add sport

SPORT: rugby

3. Active learners

1. **Active learners put their hands up in lessons and ask questions.**
2. **Active learners go over content and practise key skills.**
3. **Active learners are responsible for meeting deadlines i.e. coursework.**



4.Homework- different from revision



- Homework could be flip learning- prelearning before the lesson.
- The difference between a grade 4 and a grade 5 is how much work your child does at home.
- Homework should be done every evening.
- Sometimes its online- but please monitor.



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Satchel One (Show My Homework)



Highly recommended home learning mobile phone app:

- For parents - actively involved every day
- Daily app updates and notifications
- What homework has been set and when it is due
- Parents fully informed.

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5.Revision



- **Your child should be doing at least 2 hours of revision and homework per evening. Increasing to 3 hours during PPEs and external exams.**
- **The difference between a grade 4 and a grade 5 is how much work your child does at home.**
- **Revision isn't just reading a revision guide- it is active. Your child will be exposed to a different revision technique each week, during form time and assembly. A weekly achievement newsletter will be emailed to you, so please ensure we have your correct details.**



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What does your child need to do?



- Attendance
- Organisation
- Being active learners in lesson
- Independent learners at home (completing homework.)
- Revision.

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How we will support your child?



A study in 2012 claimed that a student's awareness of how to study had a strong correlation with their achievement. *Griffin*

Every students has access to a variety of support for their subjects:

- Teacher expertise in lessons
- Teacher Marking and feedback
- Google Classrooms
- PiXL Apps
- GCSE Pod
- Educake for Science
- MathsWatch
- Study Skills
- Motivation speakers

Some students have further support if needed:

- Studio 11: Targeted Subject intervention after school
- Study Club
- Small group tuition 1:3
- P16 tutors
- Boys' mentoring
- Girls' mentoring
- Saturday sessions
- Holiday revision

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What do we need from you?

'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'
EEF 2023



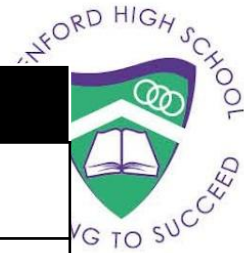
- Where possible, provide your child with a study area.
- Your child will be studying for 9 GCSEs this year: support them with how to spread their time over all of their subjects.
- Ensure your child is sleeping at least 8 hours per night.
- Encourage your child to have breakfast and keep hydrated.
- Look out for our newsletters that are sent out each half-term.

If in doubt, ask us. We are here to support you too.

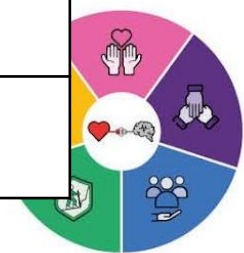
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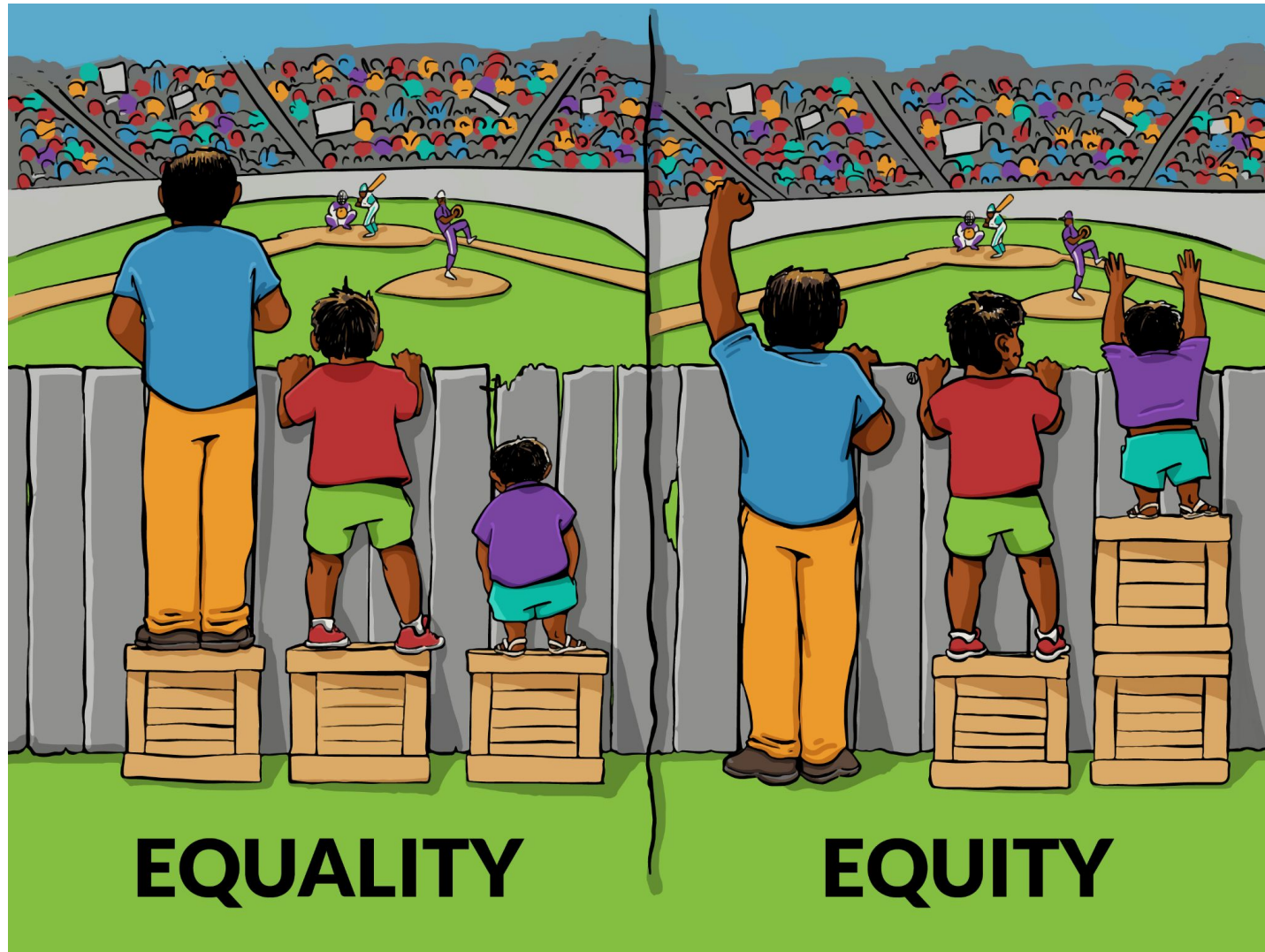
The Road to Exams



TERM	Type of assessment	Week Beginning
1	Assessment Week	30th September
	Interim 1	21 st October
	Mock exams – EBACC subjects (English, Maths, Science, MFL)	11th November
	Mock exams – all subjects	9th & 16th December
2	Interim 2 Parents' evening	23rd January
	Mock exams – all subjects	10th February
	Interim 3 and Mock results day	20th March
	Raising Achievement day	4th April
	EASTER REVISION	First week of the Easter Holidays
3	Exams begin	5th May - 20th June*



Studio 11



Aims:

- To create a **purposeful revision** environment that is valued by students.
- To **equip** students with the tools and to **become resilient learners**, **empowering** them to manage the stresses that accompany Year 11 exams.
- To create an intervention that **supports quality first teaching** where staff/mentors **build positive relationships** with students and teachers seize the opportunity to **work with small targeted groups**.
- To achieve outstanding progress by **fostering academic rigour and filling in subject specific knowledge gaps** in order to **close the attainment gap**, promoting excellence.

Studio 11



An after school lecture-style intervention where students will be taught by GHS staff

Monday – Thursday, 3pm – 4:15pm

- Students will be **selected** for the opportunity to work after school.
- We will be running **workshops** to improve study skills.
- Students will have **opportunities to get 1:1 support** from staff/post-16 students.
- Students will be working on chrome books.
- **Monday: English**
- **Tuesday: Science**
- **Wednesday: Maths**
- **Thursday: Option/ revision/ homework**

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YEAR TEAM



Mr B Dyason

Year Leader

bdyason@greenford.ealing.sch.uk

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Year 11 team



Ms Henderson-Barnes – Attached member of SLT		
Mr Dyason – Head of Year 11		
Ms Shah Deputy Head of Year X-Band	Ms Ellington Pastoral Support Worker Z Band	Mr Ahmed Deputy Head of Year Y Band

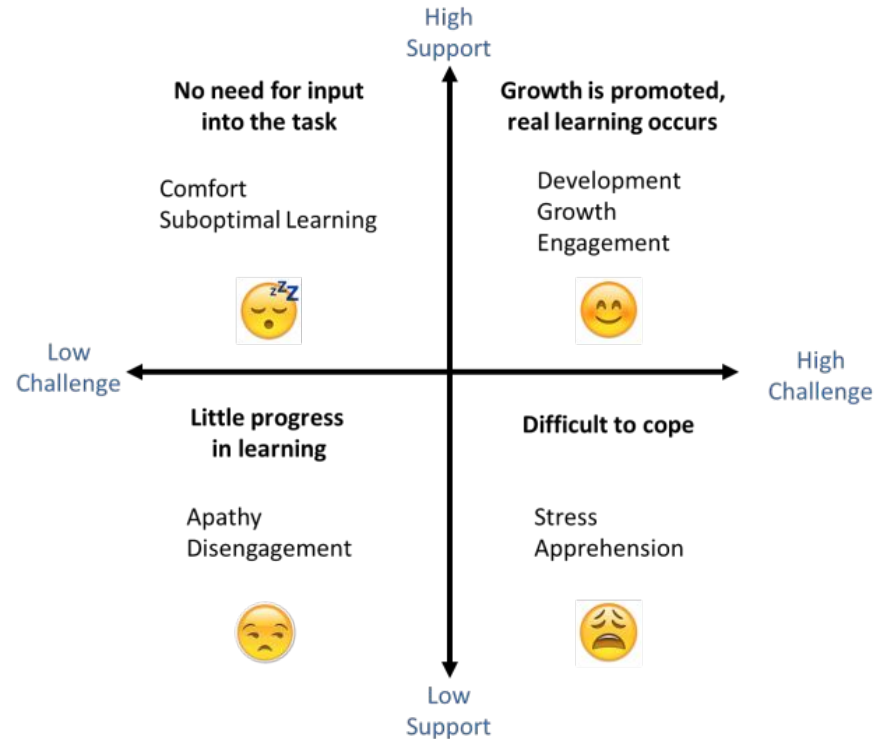
Ms Henderson-Barnes phendersonbarnes@greenford.ealing.sch.uk
Mr Dyason bdyason@greenford.ealing.sch.uk
Ms Shah rshah@greenford.ealing.sch.uk
Ms Ellington mellington@greenford.ealing.sch.uk
Mr Ahmed wahmed@greenford.ealing.sch.uk



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What can I expect from Mr Dyason and the team?



High challenge and high support

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What is expected of me as a Year 11?



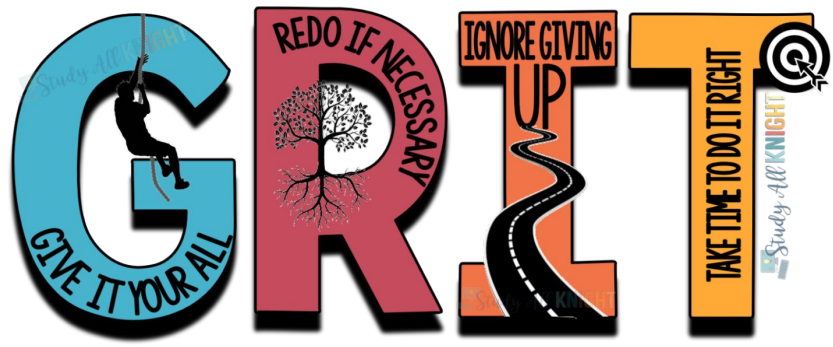
phro • ne • sis [froh-nee-sis]
noun—philosophy

The habit of making the right decisions and taking the right actions in context, and relentless pursuit of excellence for the common good

Year 11 - 'Effort counts twice'

"You want to perform well? Then commit."

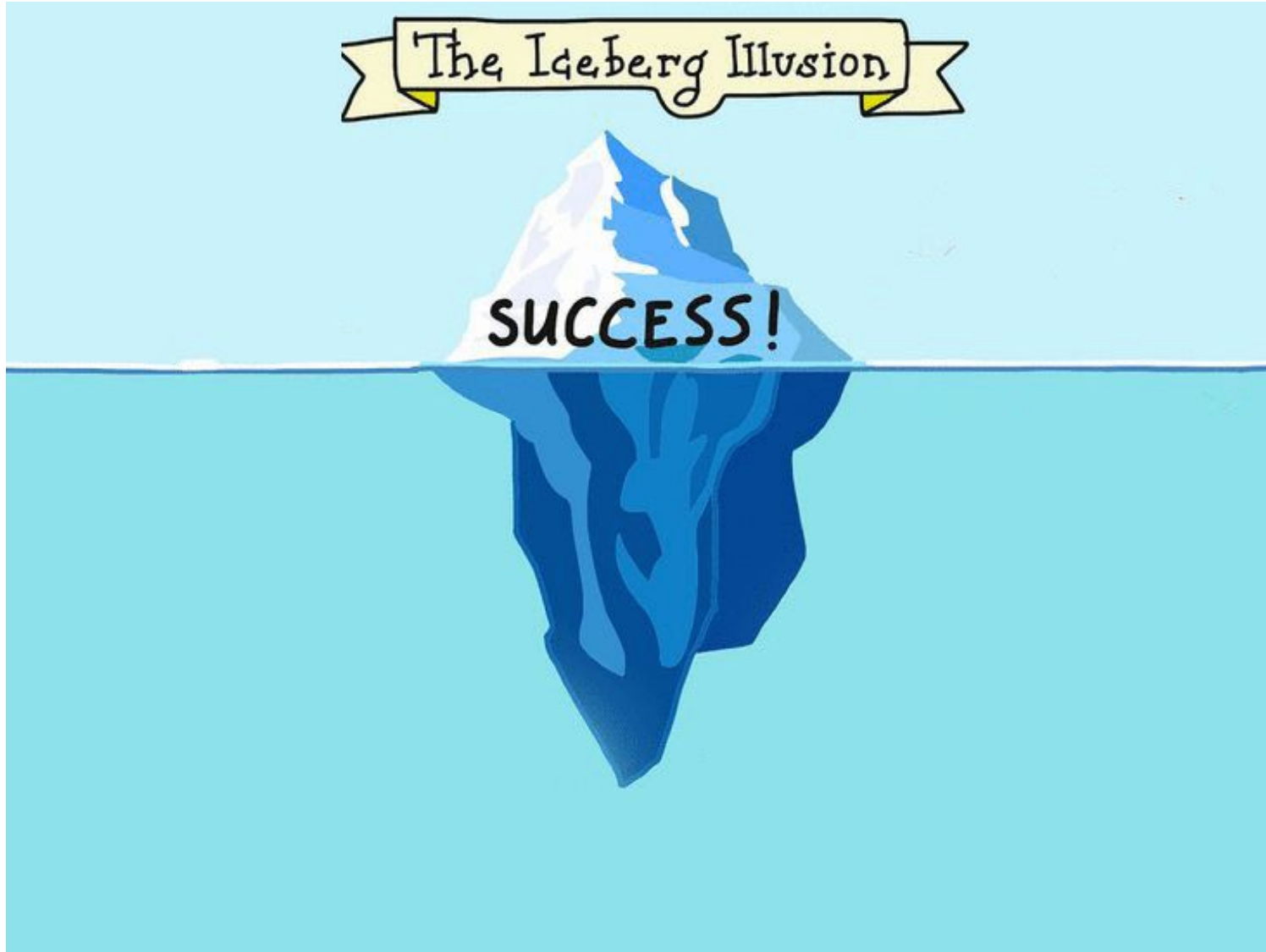
"It's about consistency of performance."



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What is expected of me as a Year 11?



Our five areas of priority



Respect to all in
school community.

Punctuality

Uniform

Keeping students
in lessons.



Pro-social
behaviour

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Overview of Behaviour Expectations



For your child to thrive they must:

1. be in school everyday and on time, they cannot afford to miss anything in lessons.
2. be focused in all lessons so that there is no disruption to their learning and that of the other students.
3. be respectful to everyone in our community, they will need their support.
4. engage in pro-social behaviours, being a responsible member of this community.
5. not get any Behaviour Points.

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GCSE Maths

Mr Shah

Head of Maths

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Ms Chong

Deputy Head of Maths in Charge of KS4



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Information about the Exam



- **100% Examination to be taken at the end of Year 11**
- Three Linear Papers:
 - Paper 1 - Non calculator
 - Paper 2 - Calculator
 - Paper 3 - Calculator
- Two Tiers:
 - Foundation (OCR) (1-5)
 - Higher (Edexcel)(4-9)

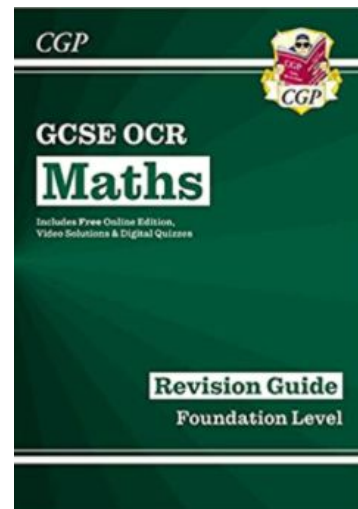
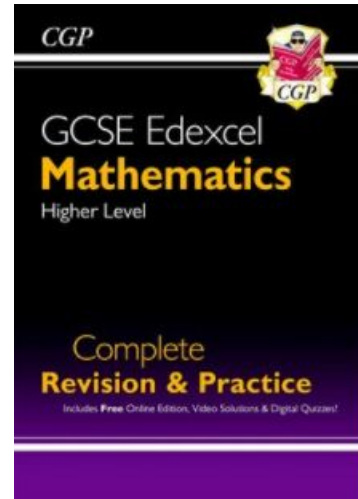
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How can I help my child with Maths



- The most effective way of ensuring your child improves at GCSE Maths is to get them to practise as many past papers as possible throughout the course of the year. These papers can be found on Mathsgenie (<https://www.mathsgenie.co.uk/>). They should then mark the papers and ask their teacher about anything they didn't understand. The earlier they start doing the papers, the sooner they will start making significant progress.
- All Yr11 students have been provided with revision guides, which they can use to support them with their papers.





GCSE English

Ms Williams
Head of English



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Ms Altman

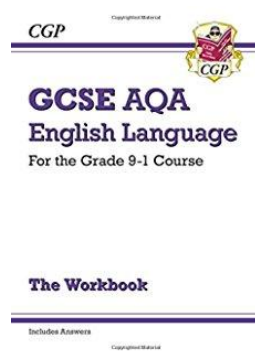
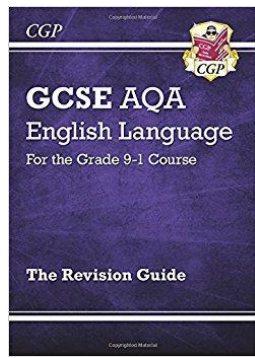
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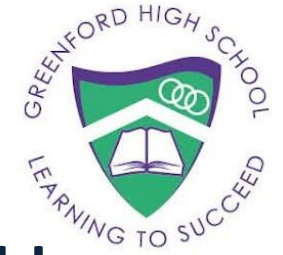


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AQA English Language



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

Section A: Reading

- 1 literature text
40 marks

Section B: Writing

- Descriptive or narrative writing
40 marks

ASSESSED BY EXAM

1 hour 45 minutes- 64 marks
80marks
50% of overall Language GCSE

Paper 2 **Writers' viewpoints and perspectives**

Section A: Reading

- One non-fiction text and one literary non-fiction text
40 marks

Section B: Writing

- Writing to present a viewpoint
40 marks

ASSESSED BY EXAM

1 hour 45 minutes- 64 marks
80marks
50% of overall Language GCSE

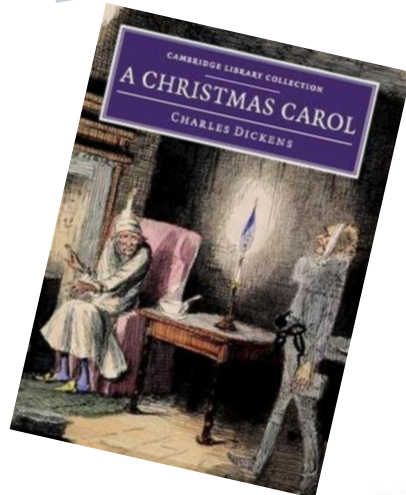
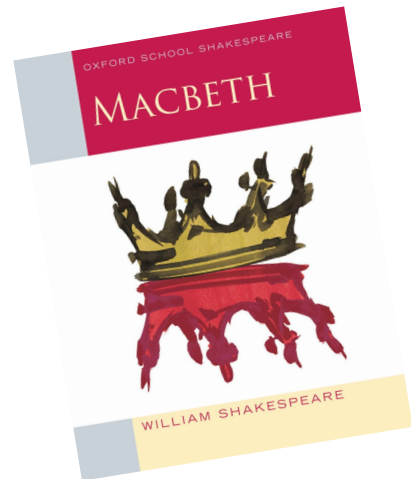
How you can help child:

1. Ensure they read every day - fiction and non-fiction.
2. Select a news article to read **together** and ask them to explain what they learn about the **topic discussed**.
3. Ask your child to show you their homework, Google Classroom resources or teacher feedback.

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AQA English Literature



Paper 1

Shakespeare (Romeo and Juliet) and the 19th-century novel (Jekyll & Hyde/A Christmas Carol)

Section A: Shakespeare

- 1 essay question
30+4 marks

Section B: 19th-century novel

- 1 essay question
30 marks

ASSESSED BY EXAM

1 hour 45 minutes- 64 marks
40% of overall Literature GCSE

Paper 2

Modern Texts (Animal Farm/ An Inspector Calls) and poetry

Section A: Modern Prose or Drama

- 1 essay question (30+4 marks)

Section B: Power and Conflict Poetry Comparison

- 1 essay question comparing two of the 15 poems they have studied (30 marks)

Section C: Unseen Poetry and Comparing Unseen Poetry

- 2 essay questions first one longer than the second (24 marks; 8 marks)

ASSESSED BY EXAM

2 hours 15 minutes- 96 marks
60% of overall Literature GCSE



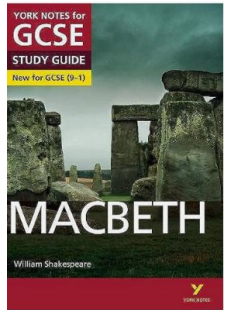
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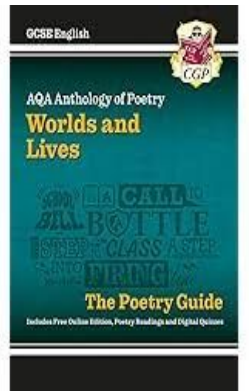
How Can I Help my Child with English Literature?



1. Ensure your child is in for every lesson so that they do not miss out on specific topics that could come up in the exam.



2. Encourage them to start making revision notes from now to support in mocks as well as summer exams.



3. Read or listen to the audiobook of the texts your child is studying for yourself and quiz them. Ask them to explain their essays to you.



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Bespoke Parent Session- Revising for English



You *can* revise for English Language and Literature! To achieve top grades, you must be prepared to go above and beyond.

How can we help Parents?

- A bespoke parent session where we guide you through the Language and Literature papers and give you key insight into what examiners are looking for
- Show you how you can support your child with their flashcards
- Help you support your child with organising their revision for their English GCSEs
-



Please look out for communication about this; if you are invited, please come.

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GCSE Science

Mrs C Secombe

Head of Science

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GCSE Science



AQA Separate Science

Labelled as 11corX1, 11corY1, 11corX2 and 11corY2.

- Students will achieve 3 GCSEs.

e.g. Bio:Grade 6

Chem:Grade 7

Physics:Grade 9

AQA Combined Science

Mixed ability classes named after their main teachers e.g. 11ySEO

- Students will achieve a double GCSE qualification

e.g. 6-6 or 7-6 or 7-7

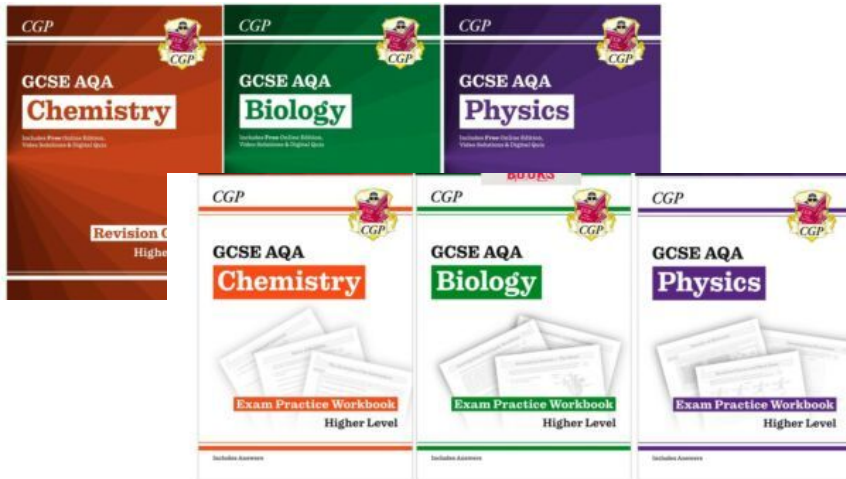
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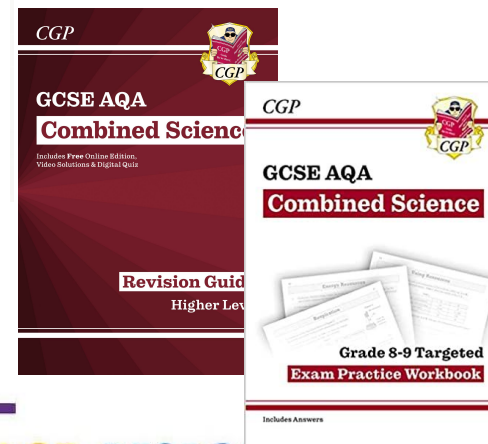
GCSE Science



- Knowledge lists in exercise books.
- Educake www.educake.co.uk
- Revision Guides and workbooks
*We have stock if a student still needs these - ask them to visit the science office



OR



PASSION COURAGE RESPONSIBILITY RESILIENCE



Safeguarding



Ms A Johal

Deputy Headteacher

ajohal@greenford.ealing.sch.uk

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Safeguarding



Gurvinder Nayyar

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Safe-guarding Lead

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Niloo Adhami

Deputy Designated Safe-
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Mental Health Lead

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Rav Dhindsa

Assistant headteacher of
Behaviour & Child
Protection Officer

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Monika Sierkowska

CP Officer &
Administration

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Angela Thomas

CP Officer & CLA
Coordinator

Location: AG 16

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Safeguarding



Provider	Support Offered	Contact Details
Kooth	Online support and guidance offering 1:1 counselling services Follow on Tik Tok	https://www.kooth.com/ 
Childline	Call Childline and speak with an advisor The website offers tools to help support young people manage their emotions	https://www.childline.org.uk/ 08001111 
Young Minds	Mental Health Support covering many areas: Supporting a friend, coping with life, medications and mental health conditions	https://www.youngminds.org.uk/ 

Provider	Support Offered	Contact Details
The Mix	Offering counselling services covering a wide range of areas such as exam anxiety, varying needs and understanding discrimination to name a few.	https://www.themix.org.uk/ 
Circle Café	Offers support via the phone and in person. They support a range of mental health needs and have access to CAMHS professionals. Provide a safe space weekday evenings 15:00 pm-23.00pm and on weekends 12:00-20:00 pm	https://youngealingfoundation.org.uk/projects/details/circle-caf%C3%A9 South Ealing Road London, W5 4QA circleteam@hfehmind.org.uk 020 3475 0060 
CAMHS Emergency lines	If you're feeling anxious, you can call the CAMHS emergency support line.	08003284444

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Anti-Bullying @ GHS



Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

CATEGORIES FOR BULLYING:

Name calling
Homophobia
Racism
Sexism
Social media/online
Other

Stage 1	Stage 2	Stage 3	Stage 4
Bullying incident is logged by a member of staff at GHS. This is monitored by Year Teams and they will investigate, communicate with parents and manage the situation.	Repeated incidents of bullying mean that a student will receive an internal exclusion and will take part in a series of bullying workshops to change the behaviour.	If the bullying continues, the students will receive a suspension . There will be a parent reintegration meeting and a Governors Intervention Panel .	Persistent bullying will result in a managed move or permanent exclusion from our school.

STOP BULLYING

Assistant Headteacher
leading on Anti-Bullying
Mr Mark Harvey

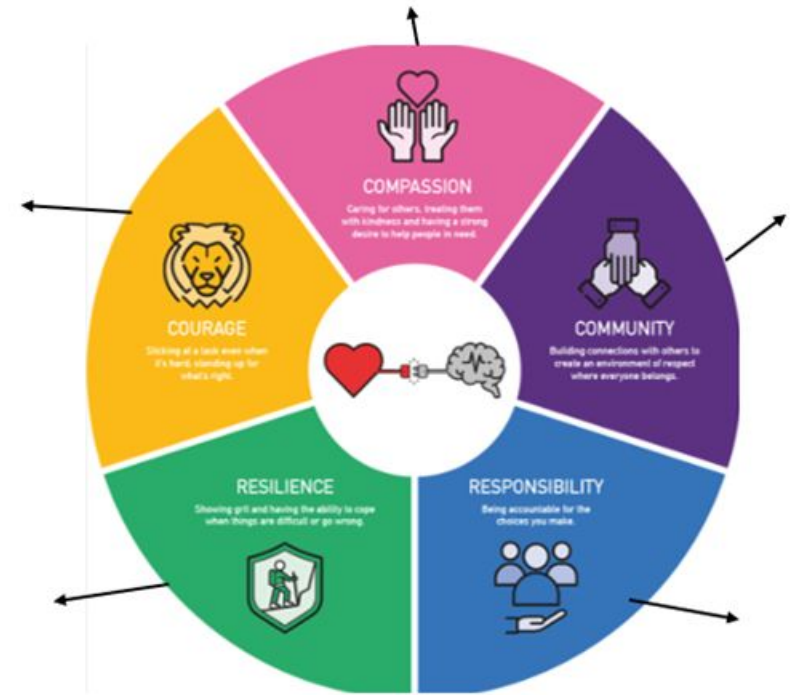


Anti-Bullying workshops

These have been designed for students to:

- Understand **what bullying is**;
- Understand **different types of bullying** (physical, verbal, emotional, sexual, online/cyber & indirect);
- Understand some of the **legal ramifications** for bullying;
- Understand the **impact of bullying on victims**;
- **Change their behaviour** and stop bullying;
- **Reflect** and, as part of this, take part in a **restorative conversation** (if both parties are willing).

How does bullying go against each of the GHS character strengths?



All staff at GHS have undergone anti-bullying training this year. Bullying is not tolerated in our school.

Thank you for attending our Year 11 Expectations Evening

