



*Believe, Succeed, Together*

# Year 11 Information Evening



# Welcome

Attendance

Preparing for the mock/summer examinations

Pupil Wellbeing

RISE

Parent - How can I help?

Questions

*Believe, Succeed, Together*



# Attendance

# Attendance in Year 11

*'The greater the attendance, the greater the achievement.'*

- All pupils should be aiming to achieve the **highest possible attendance** throughout year 11.
- Each day should be viewed as **6 hours of revision**.
- Every effort should be made to catch up any work that is missed.

## The impact of absence

<b>Attendance</b>	<b>Days absence</b>	<b>Weeks absence</b>	<b>Lessons missed (approx.)</b>
<b>95%</b>	10 days	2 weeks	60 lessons
<b>90%</b>	19 days	4 weeks	120 lessons
<b>85%</b>	29 days	6 weeks	180 lessons
<b>80%</b>	38 days	8 weeks	240 lessons
<b>75%</b>	48 days	10 weeks	300 lessons
<b>70%</b>	57 days	11.5 weeks	345 lessons
<b>65%</b>	67 days	13.5 weeks	405 lessons

Year 11 attendance currently sits at 94%

100 + year 11's have an attendance below 95%

50 have an attendance below 90%

# Why is attendance critical throughout the whole year?

In addition...

- attendance **during the exam phase** itself is incredibly important
- members of staff are able to provide guidance on exam technique and quickfire revision on the topics most likely to come up.

## ATTENDANCE SUPPORT

If your son or daughter is developing a pattern of poor attendance, please contact the relevant HOH or the attendance team to get any support required.

HOUSE	Head of House	SLT Link
ASHDOWN	<a href="mailto:mpearl@eastwood.southend.sch.uk">mpearl@eastwood.southend.sch.uk</a>	<a href="mailto:cniner@eastwood.southend.sch.uk">cniner@eastwood.southend.sch.uk</a>
BOWLAND	<a href="mailto:ljames@eastwood.southend.sch.uk">ljames@eastwood.southend.sch.uk</a>	<a href="mailto:pbarrett@eastwood.southend.sch.uk">pbarrett@eastwood.southend.sch.uk</a>
ELVEDEN	<a href="mailto:bcooper@eastwood.southend.sch.uk">bcooper@eastwood.southend.sch.uk</a>	<a href="mailto:lhodgson-clark@eastwood.southend.sch.uk">lhodgson-clark@eastwood.southend.sch.uk</a>
KIELDER	<a href="mailto:dbracknell@eastwood.southend.sch.uk">dbracknell@eastwood.southend.sch.uk</a>	<a href="mailto:jschmid@eastwood.southend.sch.uk">jschmid@eastwood.southend.sch.uk</a>
RICHMOND	<a href="mailto:jclark@eastwood.southend.sch.uk">jclark@eastwood.southend.sch.uk</a>	<a href="mailto:asteed@eastwood.southend.sch.uk">asteed@eastwood.southend.sch.uk</a>
SHERWOOD	<a href="mailto:jpearce@eastwood.southend.sch.uk">jpearce@eastwood.southend.sch.uk</a>	<a href="mailto:mcartlidge@eastwood.southend.sch.uk">mcartlidge@eastwood.southend.sch.uk</a>
WHINFELL	<a href="mailto:dbraybrook@eastwood.southend.sch.uk">dbraybrook@eastwood.southend.sch.uk</a>	<a href="mailto:swheeler@eastwood.southend.sch.uk">swheeler@eastwood.southend.sch.uk</a>

### ATTENDANCE SUPPORT TEAM

[mcartlidge@eastwood.southend.sch.uk](mailto:mcartlidge@eastwood.southend.sch.uk)

[gcassidy@eastwood.southend.sch.uk](mailto:gcassidy@eastwood.southend.sch.uk)



Preparing for the mock/summer examinations



# Year 11 – key events ahead

## 1. **Mock examinations** (Thursday, December 7<sup>th</sup> to Tuesday, December 19<sup>th</sup>)

- why are they important?
- what is the process?
- how should pupils prepare (revision!)

## 2. **Parents' Evening** (Monday, 22<sup>nd</sup> January)

- good news/bad news
- constructive points for improvement

## 3. **March examinations**

- fine tuning

## 4. **Final examinations**

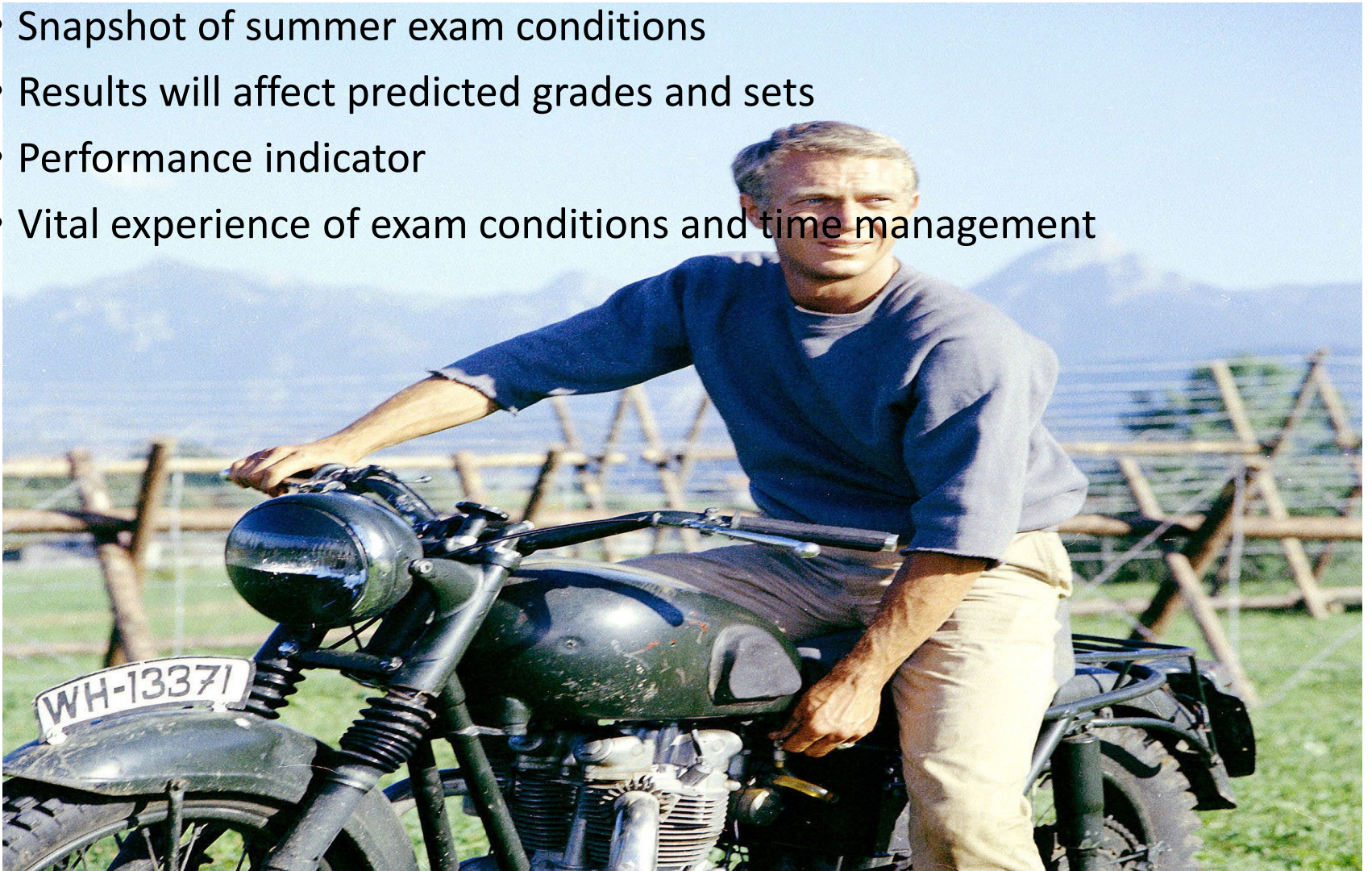
- Commence Monday, 13<sup>th</sup> May

Mock examinations  
17 days from today

Nov									
Mo	Tu	We	Th	Fr	Sa	Su			
13	14	15	16	17	18	19			
20	21	22	23	24	25	26			
27	28	29	30	Dec 1	2	3			
4	5	6	7	8	9	10			
Mo	Tu	We	Th	Fr	Sa	Su			
11	12	13	14	15	16	17			
18	19								

# Why are MOCK examinations important?

- Snapshot of summer exam conditions
- Results will affect predicted grades and sets
- Performance indicator
- Vital experience of exam conditions and time management



## How are mock examinations conducted?

	Thurs 7th	Fri 8th	Mon 11th	Tues 12th	Wed 13th	Thurs 14th	Fri 15th	Mon 18th	Tues 19th
1	Yr 11 Assembly – final briefing	French Writing 1hr 20m (H) 1hr 10m (F)	Hist1hr 15m  Geog 1hr 30m			Maths  1hr 30m	French Listening/Reading 1hr 45m (H)  1hr 20m (F)	Science  1hr 15m	Maths  1hr 30m
2		French Writing 1hr 20m (H) 1hr 10m (F)	Hist1hr 15m  Geog 1hr 30m			Maths 1hr 30m	French Listening/Reading 1hr 45m (H)  1hr 20m (F)	Science  1hr 15m	Maths  1hr 30m
Break									
3	Maths  1hr 30m	Science  1hr 15m	Stats 1hr 30m/Comp 1hr 30m/Bus 1hr 45m/Food 1hr 45m/DT 1hr 45m	Citizenship  1hr 45m	PE 1hr 15m/Soc 1hr 45m/Drama 1hr 35m	Stats  1hr 30m		Hist 55m/Geog 1hr	12pm finish
4	Maths  1hr 30m	Science  1hr 15m	Stats 1hr 30m/Comp 1hr 30m/Bus 1hr 45m/Food 1hr 45m/DT 1hr 45m	Citizenship  1hr 45m	PE 1hr 15m/Soc 1hr 45m/Drama 1hr 35m	Stats  1hr 30m		Hist 55m/Geog 1hr	
Lunch									
5	English Language  1hr 45m			Music 1hr 45m	English Lit  1hr 45m				
6	English Language  1hr 45m			Music 1hr 45m	English Lit  1hr 45m				

- Two examinations a day for 8 days
- More intense than May/June
- External examination conditions

Please take your own copy  
Pupils have a personalised copy

# How should pupils prepare?

Revision: definition

A PROCESS of revisiting, reducing  
and LEARNING information

Revisiting – looking at again

Reducing – condensing or making  
smaller

Learning – placing into long term  
memory

All of this takes time

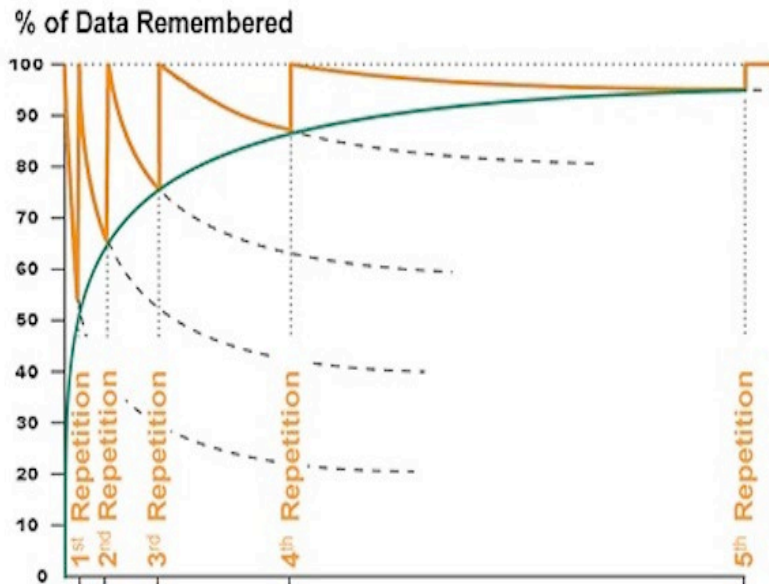
Do nothing – turn up – hope for  
the best (0%)

Start revising the night before  
(10%)

Start revising a week before (50%)

Start revising now (100%)

# Why does it take time? 'The Forgetting Curve'



Common mistake =

Revise like reading a book

Demotivating // brain shutdown

How should one revise?

Actively

Pen in hand

Doing tasks

Learning without realising

# What is a recommended example of active revision?

- Work through **exam papers**
- Use **mark schemes** to check your answers
- Use the **exam reports** to see real answers, the marks/levels they got and why
- TEAMS!
- Follow advice given by teachers

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Pearson Edexcel International Advanced Level		Centre Number	Candidate Number
Monday 7 January 2019			
Afternoon (Time: 1 hour 35 minutes)	Paper Reference WPH04/01		
Physics Advanced Unit 4: Physics on the Move			
You do not need any other materials.			Total Marks

#### Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer all questions.
- Answer the questions in the spaces provided – there may be more space than you need.

#### Information

- The total mark for this paper is 80.
- The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.
- Questions labelled with an asterisk (\*) are ones where the quality of your written communication will be assessed – you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.
- The list of data, formulae and relationships is printed at the end of this booklet.
- Candidates may use a scientific calculator.

#### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over

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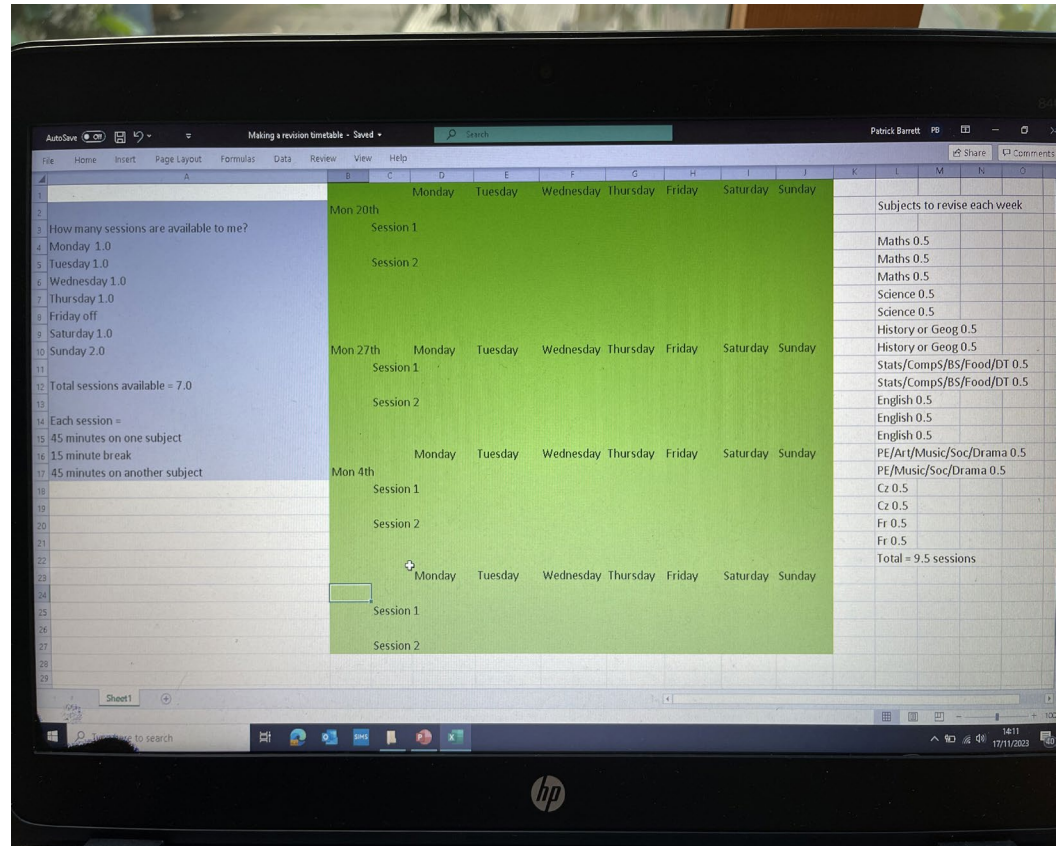
# But, revision will fail if.....?

- .....pupils do not have a revision timetable (this morning's assembly!)

Rigid timetabling = success

Flexible timetabling = avoidance

- Get into a ROUTINE (not easy but essential!)





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## 2. **Parents' Evening** (Monday, 22<sup>nd</sup> January)

- good news/bad news
- constructive points for improvement

## 3. **March examinations**

- fine tuning
- 6 weeks of revision instead of 2 weeks

## 4. **Final examinations**

- Commence Monday, 13<sup>th</sup> May



# Pupil Wellbeing

## Nerves are ‘Normal’

- Exams can cause a mixture of feelings – hope, excitement, pressure – but the experience we tend to associate most with exams is worry or stress.
- Feeling some level of apprehension around exams is normal.

- Looking after your physical, mental and social well-being will help you manage during your examination preparation.

- Create a revision timetable and stick to it – spend time actually looking at when your exams are and find the best time to revise specific subjects.
- Find the best way to revise for you, whether that be: sticky notes, sticky tabs, revision guides, past exam papers.
- Speak to your teachers – teachers are there to help pupils and our doors are always open.
- Utilise what the school is offering – go to the extra sessions that are on. Use all the opportunities available, to do the best that you can do.

## Try to establish routines in things like:

- Socialising – spending time with particular friends or family who make us feel happy;
- Relaxing – whether actively, like playing a game, or passively, like watching a film;
- Exercising – which can ‘work off’ stress and can get you outdoors too;
- Eating – keeping mealtimes regular and balancing healthy options with treats;
- Sleep – safeguarding time to ‘wind down’ and get good quality sleep can be a big help when managing a demanding period of work or study.



R.I.S.E

*Believe, Succeed, Together*

# RISE

- **Revision, Intervention and Subject Enhancement**
- Utilised over a number of years to support understanding and application of content outside of timetabled lessons
- Allows for focussed revision – topics, texts, themes, etc.
- Specific intervention where identified – smaller collectives of pupils
- Pace and depth can be adapted based on the collective
- Historically it has been before or after the timetabled school day
- Use of PDE for RISE later in the year, also during holiday time (next slide)



# RISE

## • RISE sessions during 'holiday' time – holiday provision

### 4.1 Weekend and Holiday RISE

	January	February	Feb (half-term)	March	April (Easter holiday)	April	May	May (half-term)	June
Saturday	11 <sup>th</sup>	1 <sup>st</sup>	15 <sup>th</sup> -23 <sup>rd</sup>		4 <sup>th</sup> –19 <sup>th</sup>	25 <sup>th</sup> English (AS)	2 <sup>nd</sup> Drama (IR)	23 <sup>rd</sup> – 31 <sup>st</sup>	6 <sup>th</sup> Food Preparation (FR)
Sunday	12 <sup>th</sup>	2 <sup>nd</sup>	Monday 17 <sup>th</sup> – Science (YM)	1 <sup>st</sup>	Saturday 4 <sup>th</sup> – Geography (NL/EP)	26 <sup>th</sup>	3 <sup>rd</sup>	Saturday 23 <sup>rd</sup> English (SH/LC)	Geography (NL/AP)
Saturday	18 <sup>th</sup>	7 <sup>th</sup>	Tuesday 18 <sup>th</sup> – Music (SS)	7 <sup>th</sup>	Monday 6 <sup>th</sup> – Art (HW/ES)		9 <sup>th</sup> English (AS/MP/JS)	Sunday 24 <sup>th</sup> Business Studies (LHC)	7 <sup>th</sup> Maths (MS/MC/Dpi/SW)
Sunday	19 <sup>th</sup>	8 <sup>th</sup>		8 <sup>th</sup>	Monday 6 <sup>th</sup> – Art (HW/ES)		PE (NHe/LHC/DB)		13 <sup>th</sup> Citizenship (all pupils) Paper 1
Saturday	25 <sup>th</sup> Design Technology (MR)	15 <sup>th</sup>		14 <sup>th</sup> Design Technology (MR)	Monday 6 <sup>th</sup> – MFL (SZ/JH/MG)		10 <sup>th</sup> PE (NHe/LHC/DB)	Saturday 30 <sup>th</sup> English (MP/LC/SH)	14 <sup>th</sup> Citizenship (all pupils) Paper 2
Sunday	26 <sup>th</sup>	16 <sup>th</sup>		15 <sup>th</sup>	Tuesday 7 <sup>th</sup> – Music (SS)		16 <sup>th</sup> English (AS/MP/JS)	Saturday 30 <sup>th</sup> Geography (NL/AP)	
					Thursday 9 <sup>th</sup> – Science (NL)		Sociology (JEd) P1	Saturday 30 <sup>th</sup> Geography (NL/AP)	
Saturday		22 <sup>nd</sup> Design Technology (MR)		21 <sup>st</sup> Art (HW/ES)	Monday 13 <sup>th</sup> – Science (HS)		17 <sup>th</sup> Sociology (JEd) P1	Saturday 30 <sup>th</sup> History (PB/VL/LK)	
Sunday		23 <sup>rd</sup>		22 <sup>nd</sup>			Business Studies (LHC)	Sunday 31 <sup>st</sup> Maths (Dpi)	
Saturday		29 <sup>th</sup>		28 <sup>th</sup>	Saturday 18 <sup>th</sup> – Science (CC)		Maths (Dpi)		
Sunday				29 <sup>th</sup>					

- Not at the expense of pupil wellbeing
- Value comes from the desire to attend – ‘light at the end of the tunnel’ of getting those grades in order to progress
- **Parental Support**
  - Encourage attendance where required or desired
  - Utilise Parents’ Evening to identify areas of focus and prioritise accordingly



Parent - how can I help?

## Parents/carers - how can I help?

- 3 main approaches from January:
  - Denial
  - Laid back
  - Wonderful *but not working effectively*
  - Wonderful
- Things to remember:
  - **When the exams are i.e. Mocks and Final**
  - **A revision timetable is essential**
  - **To ensure that they eat and sleep well**
  - **Teachers are not telepathic**
  - **You love them**

*You cannot expect  
old heads upon young  
shoulders"*

Thank you for supporting the school this evening

We wish you luck in supporting your most valuable possession in their most important year yet!

**NEVER HESITATE** to ask for help.