



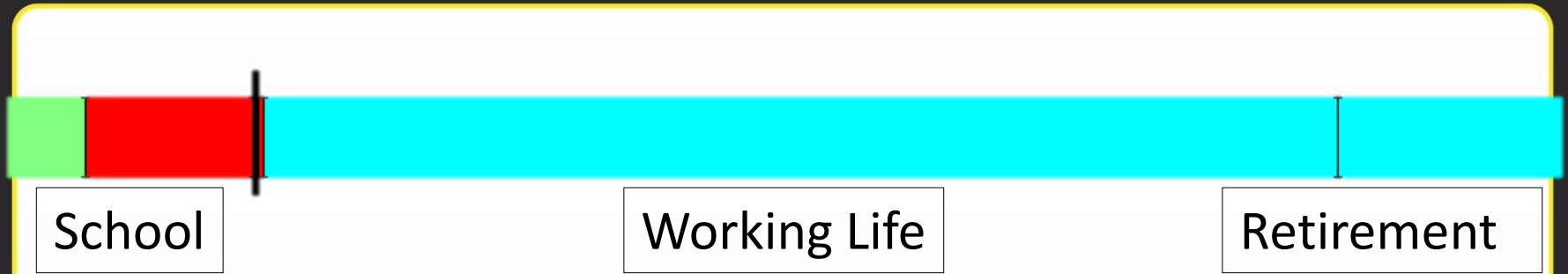
**Year 11 Parent  
Information Evening**  
12<sup>th</sup> September 2023

'Parental support is eight times more important in determining a child's academic success than social class. Parental involvement can make the difference between a grade 9 and a grade 3 at GCSE'.

**The Times-The Campaign  
for Learning**

## Strategies for Success in Year 11.....





- **420** weeks spent school; **36** weeks left
- Working life is likely to be **2400** weeks!
- That is **96,000** hours; or **384,000** assemblies!

What your child does now shapes their opportunities for their working life.



# GCSEs have got harder . . .

- No coursework/Less coursework
- More challenging content – AS content now on the higher Maths GCSE and higher Science GCSE
- Students are not allowed copies of the texts they have studied in their English Literature exam.
- Students are expected to memorise formulae for Science and Maths.
- Students will receive number grades at the end of Year 11
- **Despite the impact of Covid, the current Year 11s will sit full exams with no additional information about what is on the exams.**
- **There are also less higher grades available than there were in 2021.**

## WHAT DO THE NUMBERS MEAN?

9 = A**	4 = C
8 = A*	3 = D
7 = A	2 = E
6 = B	1 = F
5 = C/B	





**In every subject students are in a national competition**

33% of students across the country taking English and Maths will not get a Grade 4

Only the top 18% of students are awarded a Grade 7+



## What makes a successful GCSE student?

1. They know what they want to do after GCSE.
2. They work hard.
3. They organise their time well.
4. They practise exam questions regularly.
5. They don't give up when things get tough.



Mrs Knowles – Careers Advisor



# Careers

- **Mrs Knowles - Qualified Careers Adviser with over 20 years experience**
- **In school 3 days a week** – Wed-Fri
- **1:1 guidance interviews**
  - Referrals: - targeted students, staff & self
- **Interviews 30 minutes long –**
  - Discussion with your child about what they would like to do after Year 11
  - Informal chat but an action plan is produced
  - Signpost students to research different careers



# How can you get in touch?

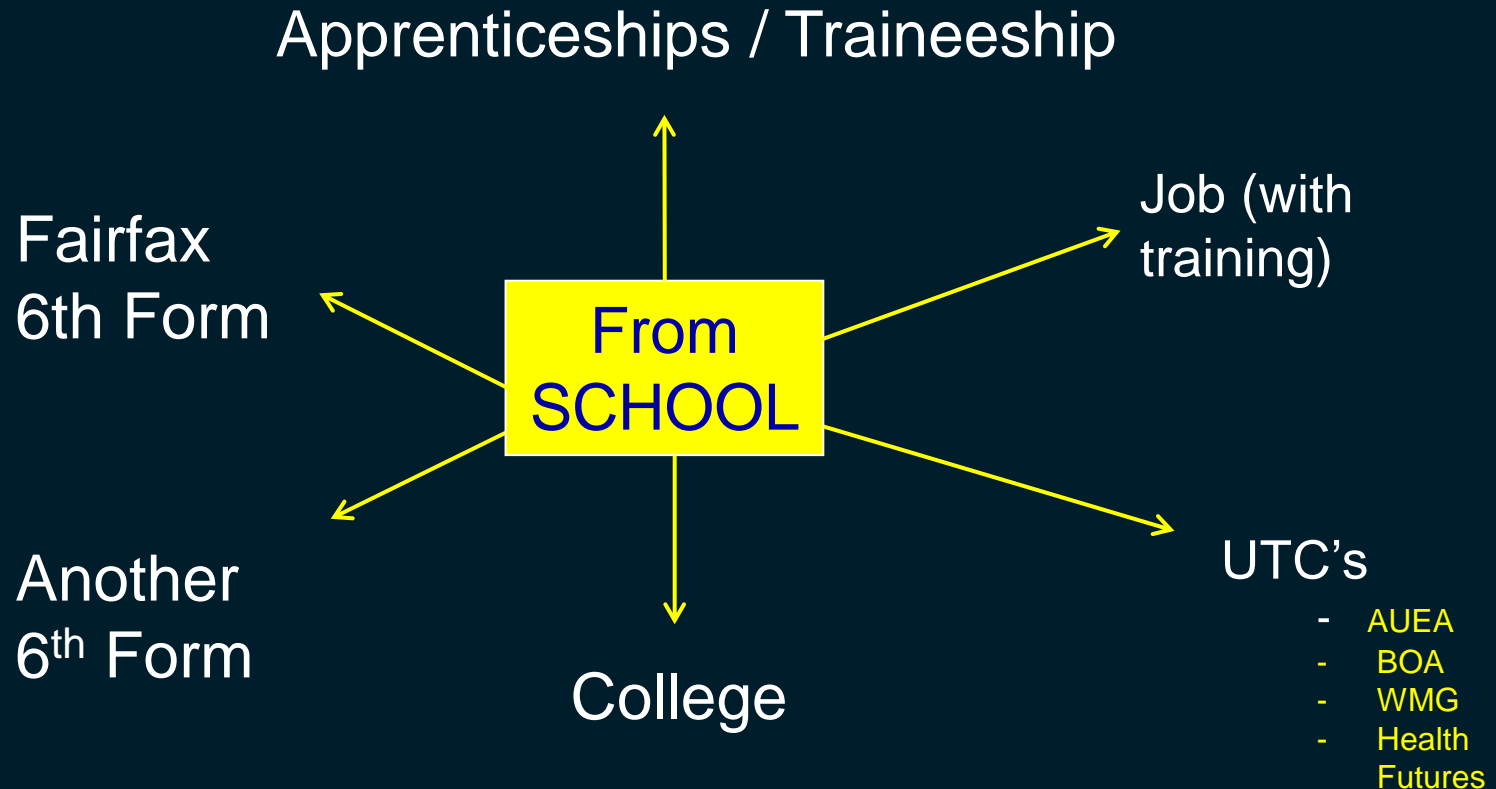
**You can refer your child for interview by emailing directly on**

**[FF-careers@fairfax.fmat.co.uk](mailto:FF-careers@fairfax.fmat.co.uk)**

## **Students can:**

- **self refer on the same email.**
- **Call in to see Mrs Knowles in the Library during lunch or break times**
- **Speak to their form tutor or head of year to be referred**

# What are their Post 16 Options?



All students will be expected to make at least 3 applications  
Plan A, B & C

# If Undecided



- [www.Unifrog.co.uk](http://www.Unifrog.co.uk)

Use the personality quiz and environments Quiz to find a range of suggested careers

- [www.eclips-online.co.uk](http://www.eclips-online.co.uk)

Career profiles on a range of different jobs



## College & 6th form websites

Look at the local websites to see what course/subjects are on offer and what grades are needed to get onto the course

# What students need to achieve?

## For Fairfax 6<sup>th</sup> form

5 GCSEs grades 9-4 including English and Maths.

Individual subjects often have higher entry criteria.

- if you have not studied the subject before then a 5 in English/Maths
- 6/7's's are required in a number of academic subjects – Sciences, Maths

- We offer a Full A level Programme as well as BTEC qualifications which are equal to an Alevel

*BTEC qualifications still allow access to university.*

# What you need to achieve?

## For Apprenticeships

- Different levels of apprenticeships available after Year 11 or Year 13
- Different durations of how long the apprenticeship last
- It is not necessarily 'the easy option!'

Degree	Level 5/6	Foundation degrees/Degrees
Higher	Level 4	HNC/HNDs
<b>Advanced</b>	<b>Level 3</b>	<b>A levels or Btec L3</b>
Intermediate	Level 2	GCSEs 9-4s (A-Cs)
<b>No apprenticeships Traineeship</b>	<b>Level 1</b>	<b>GCSEs 3-1 ( D-Gs)</b>

Main Government website: [www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk)

Mr Johnson  
Vice Principal





## Our expectations in Year 11

- Impeccable behaviour
- 100% effort
- Excellent attendance and punctuality
- Homework
- Attendance at extra provision sessions



## ATTENDANCE

- 90% attendance over 5 years of secondary school = **½ a school year missed**
- 17 missed school days a year = **One GCSE grade DROP in achievement over all subjects.**

**The greater the attendance the greater the achievement.**



## What you can do to support?

- Support them in deciding their future plans
- Ensure at school and on time
- Help ensure deadlines are met
- Help with study plan/routine
- Provide the right learning environment
- Ensure a balanced diet and sleep
- Keep a check on what they are doing
- Reduce social time
- Ensure revising and doing homework



## Prom - Thursday 27<sup>th</sup> June 2023

- Students earn their invite to prom
- We look at:
  - Attendance – is it above 95%
  - Behaviour – no suspensions, amount of time spent in Refocus, number of detentions
- Merit stickers - 100



## Key dates

- 12<sup>th</sup> September** – Parent Information Evening 1/Silver D of E Information Evening
- 28<sup>th</sup> September** – GCSE Dance Solo Performances
- 24<sup>th</sup> October** – GCSE Dance Trio Performance
- 26<sup>th</sup> October** – Progress Reports Issued
- 13<sup>th</sup> November** – Y11 Mock Exams Window 1 Begins
- 28<sup>th</sup> November** – Sixth Form Open Evening
- 29<sup>th</sup> November** – Sixth Form Online Application Opens
- 30<sup>th</sup> November** – Year 11 Mock Job Interviews
- 14<sup>th</sup> December** – Parents Evening (Some P/T staff might offer appointments on 13<sup>th</sup> December)
- 15<sup>th</sup> December** – Progress Reports Issued
- 20<sup>th</sup> and 21<sup>st</sup> December** – The Eisteddfod
- W/C 15<sup>th</sup> Jan** – Some vocational exams will take place
- 30<sup>th</sup> January** – Parent Information Evening 2 [English, Maths & Science Focus]
- 19<sup>th</sup> February** – Mock Exams Window 2 Begin
- 20<sup>th</sup> March** – GCSE Dance Choreography Exam
- 21<sup>st</sup> March** – Mock Results Issued and Progress Reports
- 13<sup>th</sup> May** – GCSE Summer Exam Series Begins
- 27<sup>th</sup> June** – Year 11 Prom



## Keeping you informed about your child's progress

December 2016

Dear Parent/Carer

### RE: PROGRESS UPDATE DECEMBER 2016

We would like to inform you of your child current progress. Key information is detailed under the following headings:

**Expected Outcome** – This is a prediction by the teacher of the grade that Lauren will achieve by the end of the academic year. In making this judgement the teacher will have considered the question: “Based on your child’s current progress and work ethic, what grade do I think she will achieve by the end of the academic year?” The teacher will have used a combination of evidence from formative and summative assessments to do this and there will be an element of professional judgement involved.

**End of Key Stage Four Target:** This is the minimum grade we expect the student to aim for at the end of Key Stage Four. It takes into account previous achievement at Key Stage 2 and 3 and the students’ individual strengths.

### ADDITIONAL YEAR 11 INFORMATION:

**Year 11 GCSEs – Recommended Subject Revision Resources:** Year 11 revision resources can be found on the Fairfax website under the heading ‘Examination Advice and Revision Information’ or at the below link:

<http://www.fairfax.bham.sch.uk/249/examination-advice-and-revision-information>

Your child’s House Tutor, Head of Year and subject teachers are currently reviewing this information.

Subject	KS4 Target	Expected Outcome	Mock Exam Result	Effort
English Miss Brontë	5	2.5	2/3	Req Improvement
Mathematics Mr Doppler	6	3	1	Req Improvement
Biology Mr Darwin	B	D	F	Req Improvement
Chemistry Mr Mendeleev	B	D	D	Good
English Literature Miss Brontë	5	2	2	Good
Geography Mr Humboldt	B	E	F	Req Improvement
ICT Mr Gates	B	D	E	Good
Physical Education Mr Redgrave	N/A	N/A	N/A	Req Improvement
Physics Mrs Curie	B	C	C	Good
Product Design Mr Starck	B	E	U	Inadequate
Religious Education Mr Luther	N/A	N/A	N/A	Good



**You may be asking yourselves the following questions:**

- When should my son/daughter start revising?
- How much revision should they be doing?
- What should they be revising and how should they be completing their revision?
- How can I help as a parent?



- Students can start revising now but the amount of revision they do should gradually increase as they get closer to their exams.
- They will also have homework to complete alongside their revision in the first few months of Year 11.
- Students should try and set aside 1-2 hours 5 nights a week. Whenever they don't have homework, they should be doing revision.

	Before school (early morning – 7am–8.30am)	During school (morning and early afternoon – 9am–3pm)	After school (twilight – 4pm–5.30pm)	Evening (7pm–9.30pm)
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				



During school holidays  
a revision timetable  
can be produced

Revision Timetable Template for October Half Term

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Review							
Morning 1							
Morning 2							
Afternoon 1							
Afternoon 2							
Evening 1							
Evening 2							



# Closer to the exam during term time . .

.

<p><b>W/C</b></p> <p>My priorities for this week are:</p> <p>Teachers I need to talk to this week because I am unsure of a topic are:</p>							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<p><b>W/C</b></p> <p>My priorities for this week are:</p> <p>Teachers I need to talk to this week because I am unsure of a topic are:</p>							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<p><b>W/C</b></p> <p>My priorities for this week are:</p> <p>Teachers I need to talk to this week because I am unsure of a topic are:</p>							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



- Most students will not be able to properly focus on a topic for more than **25 minutes** at a time.
- It is also very important that they have a break if they are revising more than one subject in a row.
- If your child is doing a 1 hour revision session for a subject then it should include 25 minutes of focused revision and then a 5 minute break followed by another 25 minutes of focused revision.
- If your child is doing a 30 minute revision session for a subject then they should spend 25 minutes completing some focused revision and then have a 5 minute break before moving onto anything else.



# How should your child decide what they should revise?

- They should get a topic lists.
- This will ensure they revise everything that could possibly come up on the exam.
- Topic lists can be found on exam board websites or teacher can provide topic lists for students.

## **Biology**

B2.1 – CELLS AND SIMPLE TRANSPORT

B2.2 – TISSUES, ORGANS AND ORGAN SYSTEMS

B2.3 – PHOTOSYNTHESIS

B2.4 – ORGANISMS AND THEIR ENVIRONMENT

B2.5 – ENZYMES AND DIGESTION

B2.6 – AEROBIC AND ANAEROBIC RESPIRATION

B2.7 – CELL DIVISION AND INHERITANCE

B2.8 – SPECIATION





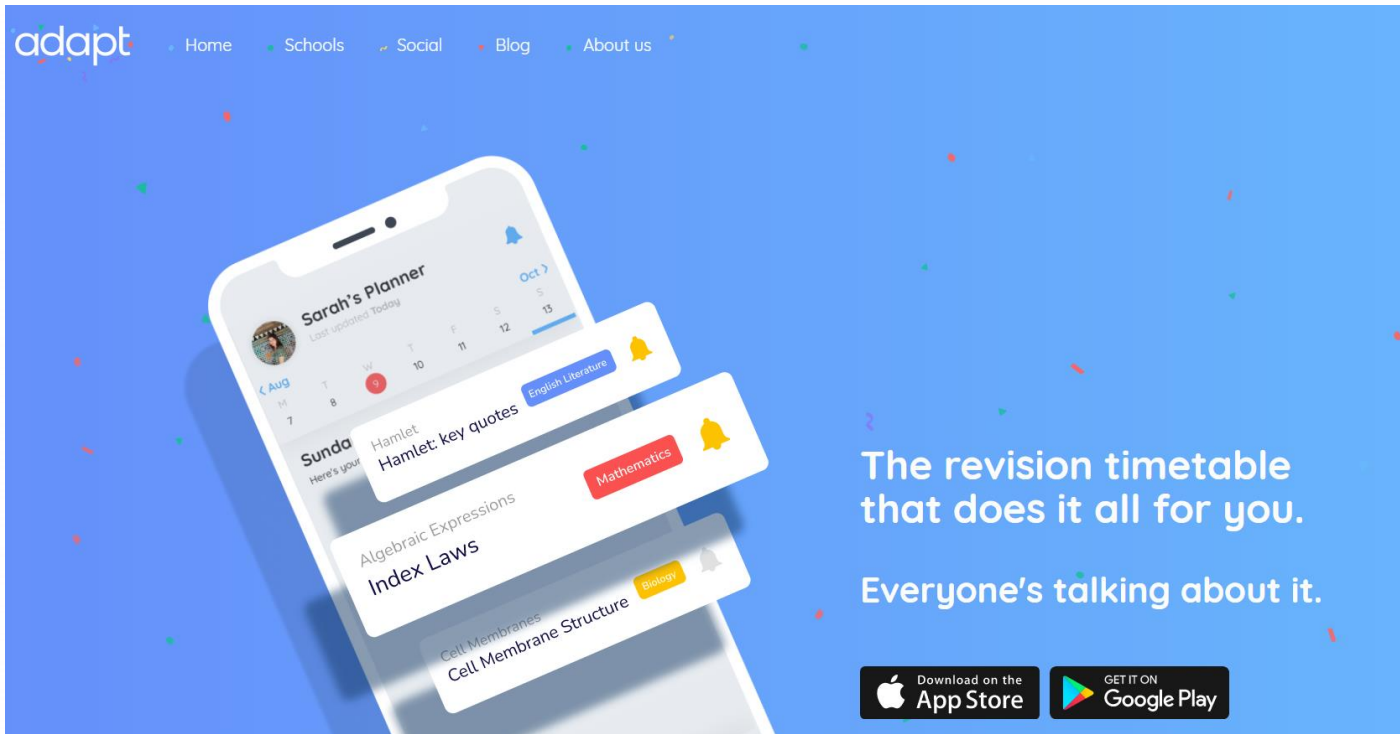
# How should your child decide what they should revise?

\*Confidence level 1-10 with 10 being the most confident with your own subject knowledge of the topic

<b>Biology</b>	Confidence level before revision (1-10)*	Revised Once (✓)	Confidence level after revision (1-10)*	Revised for a second time (✓)	Confidence level after revision (1-10)*	Revised for a third time (✓)	Confidence level after revision (1-10)*	Revised for a fourth time (✓)	Confidence level after revision (1-10)*
B2.1 – CELLS AND SIMPLE TRANSPORT									
B2.2 – TISSUES, ORGANS AND ORGAN SYSTEMS									
B2.3 – PHOTOSYNTHESIS									
B2.4 – ORGANISMS AND THEIR ENVIRONMENT									
B2.5 – ENZYMES AND DIGESTION									
B2.6 – AEROBIC AND ANAEROBIC RESPIRATION									
B2.7 – CELL DIVISION AND INHERITANCE									
B2.8 – SPECIATION									



## Adapt – Free Revision Timetable App



The screenshot shows the Adapt app interface. At the top, there's a navigation bar with links: Home, Schools, Social, Blog, and About us. Below this, a smartphone displays the app's main screen. The screen shows a calendar for Sarah's Planner, with a focus on the month of October. The calendar has a grid with days of the week and dates. Below the calendar, there are several cards or tiles representing different subjects and topics. These include: English Literature (with a yellow bell icon), Mathematics (with a red bell icon), Algebraic Expressions, Index Laws, Cell Membranes, and Cell Membrane Structure (with a yellow bell icon). The background of the app interface is blue with scattered confetti.

The revision timetable that does it all for you.

Everyone's talking about it.

Download on the App Store

GET IT ON Google Play



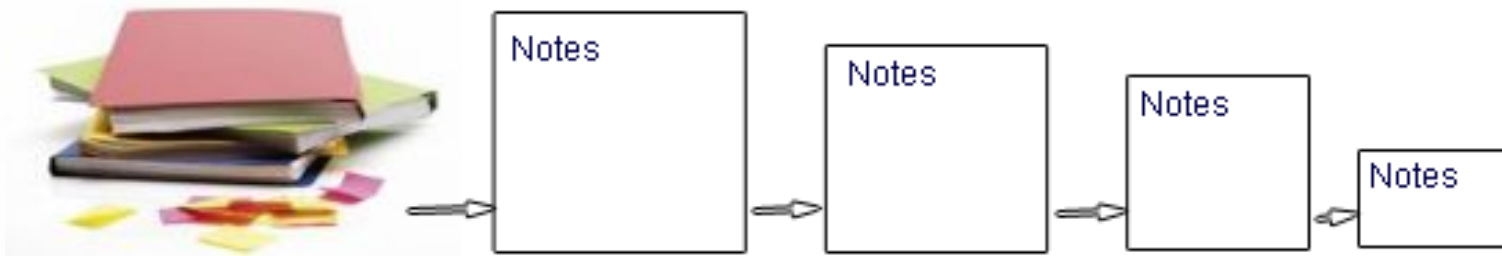
## Make sure your child uses revision strategies that actually work

- Too many people think that simply reading through their notes is effective revision.
- Unfortunately it isn't, mainly because your brain doesn't have to think too much while you do it.
- The next few slides suggest some revision strategies/techniques that do actually work.



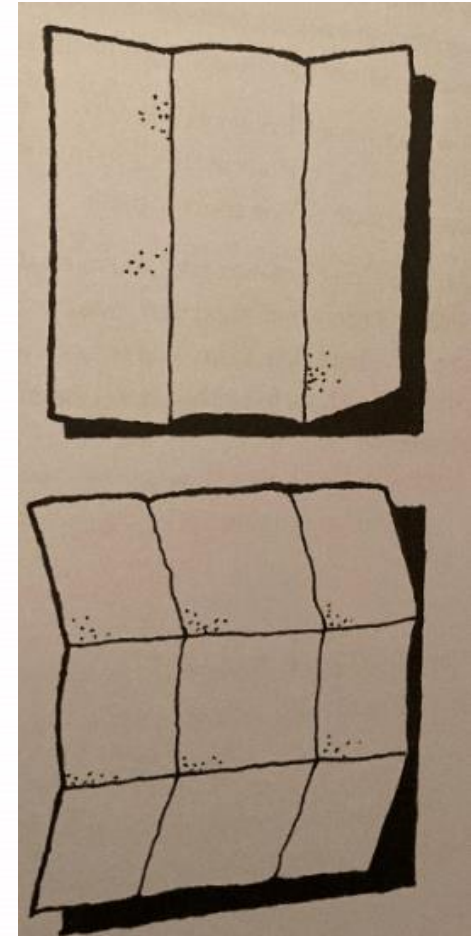
# Condense Your Notes

- One of the best things that students can do is to try and condense their notes.
- You should be trying to reduce the information in your work book or textbook into just the key points.



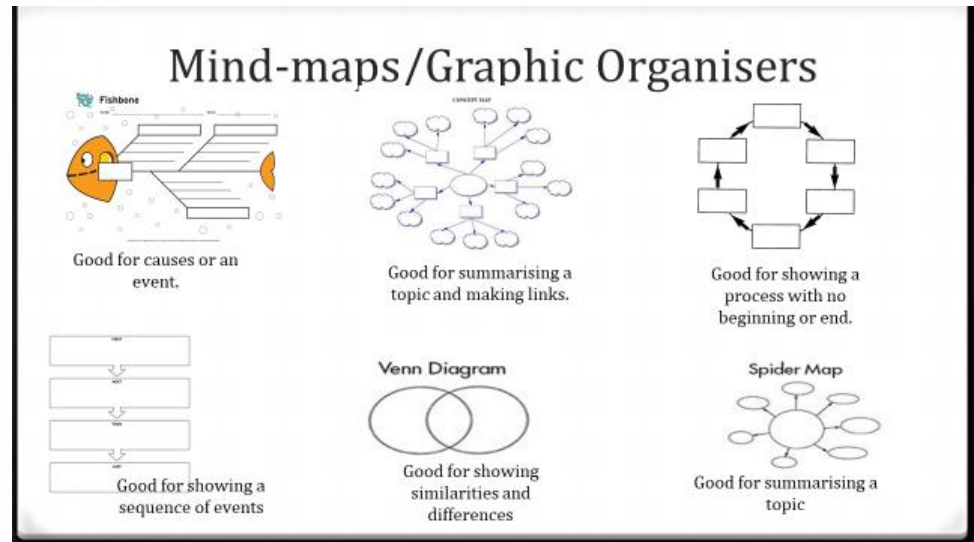
## The 9 Box Grid

- All you need is a sheet of A4 paper.
- Place the paper in front of you – landscape – fold it into thirds.
- Then with it folded, do it again the other way so that you get nine squares.
- You now need to summarise an entire topic in 9 boxes.
  - First, read through your notes and decide the headings for each box. What are the 9 most important things from the topic.
  - Now write the key information under each heading – remember you only have a small box, only the key points can be included. Use diagrams and pictures.
  - Now regularly read through the sheet to remind yourself of the topic.
- You could also use this template to turn a topic or key event/process into a storyboard/cartoon strip.



# Mind-maps/Graphic Organisers

- Use a black or blue pen to write down all the information you can remember on a topic on your graphic organiser on a topic, without using your books.
- Using your books and revision material, amend any mistakes with a red pen.
- Using your books and revision material, add anything you have missed with a green pen.
- Repeat the process again in 3 days, and then 3 weeks . . . Repeat, Repeat, Repeat





# Flash Cards

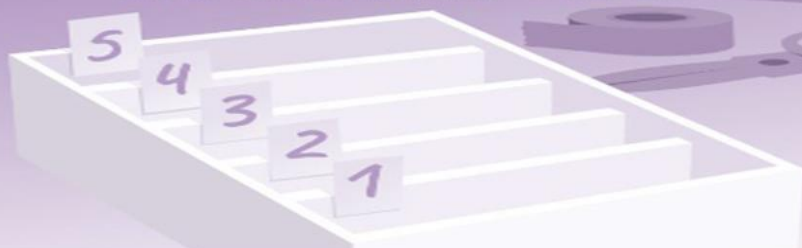
- These can be used in a range of ways:
  - To summarise a topic or event within a topic.
  - Question one side, answer the other so you can test yourself.
  - Keyword one side, definition the other so you can test yourself.
- Post-it notes are also a good way of doing Questions and Answers for topics. Stick them up in your room and test yourself regularly.



# USING FLASHCARDS TO REVISE

by @inner\_drive | [www.innerdrive.co.uk](http://www.innerdrive.co.uk)

- 1** Split a box into 5 different compartments and label them 1 to 5.



**2**



**Place all your flashcards in compartment 1.**

- 3** Test yourself on a flashcard



**4**

**If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.**

- 5** Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.

**6**



**Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.**

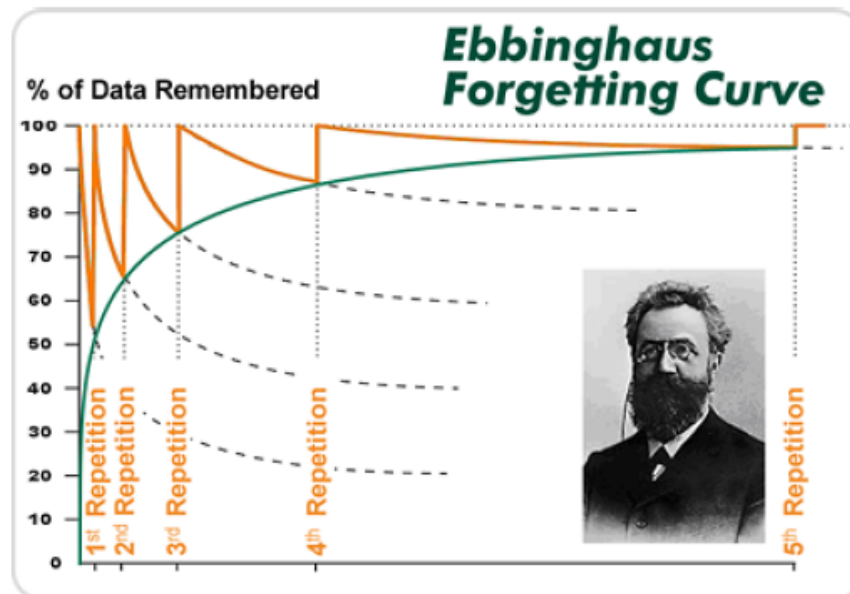
## Make sure they are testing themselves so they know if their revision has worked

- This is the most important thing that needs to be done.
- Research has proven that without regular testing revision does not work.
- The day or a few days after revision your child should have some way to test themselves
- They should try and complete past exam questions in timed conditions or knowledge tests without notes.



# Encourage your child to revise things more than once

- Research suggests that you need to revise a topic four times before you truly understand it and memorise it.
- Make sure that you revise every topic more than once in the run up to your exam.





You can help your child by making sure they have all the resources they need for revision

- There are a number of different resources that would be useful the main ones are:
  - Work books for each subject
  - Text book or revision guide
  - Coloured pens/Highlighters
  - Paper/ post it notes/ flash cards
  - Revision websites
  - GCSEpod



# They also need a good quiet place to study

- Students need to find a quiet, well lit place to study which is away from distractions.
- They should log out of, or temporarily disable social media like Facebook.



# What if my child says they don't have anything to revise?

## Year 9 Possible Revision Materials

All students have access to [OCSEdge](#). To make use of the resources on the [OCSEdge](#) website students simply need to click on the 'New Here, Get Started' button and use their school e-mail address to log in.

Subject	Exam Board	Possible Revision Materials
English	AQA	<p>English Language Revision Guide (COP) - 978-1782945693</p> <p>English Language Workbook (COP) - 978-1782945709</p>
Maths	Edexcel	<p>Edexcel Maths (9-1) Higher Revision Workbook 978-1447987932</p> <p>Edexcel Maths (9-1) Foundation Revision Workbook 978-1447987925</p> <p>Students can also download the <a href="#">EdX Maths App</a> onto a smartphone or a laptop</p> <ul style="list-style-type: none"> <li>The School ID is: FK4267</li> <li>Their username is their surname followed by their first name (e.g. SMITHUDHN)</li> <li>The password is their surname followed by their first name (e.g. SMITHUDHN)</li> <li>The App will create Maths quizzes for students, mark them and identify which aspects which they need to improve on.</li> </ul> <p>There are practice exam papers on the Maths section of the website.</p> <p>Students also have access to <a href="#">MyMaths</a>.</p>
Science	AQA	<p>Students have access to <a href="#">www.kerboodle.com</a>, an online textbook to the course which they can access from home.</p> <ul style="list-style-type: none"> <li>username = first initial followed by surname <a href="#">e.g. (j.smith)</a></li> <li>password = as above <a href="#">e.g. (j.smith)</a></li> <li>institution code = pre5</li> </ul> <p>The following COP books are also available to purchase from major retailers:</p> <ul style="list-style-type: none"> <li>COP 9-1 Biology Revision Guide 978-1782945587</li> <li>COP 9-1 Chemistry Revision Guide 978-1782945574</li> <li>COP 9-1 Physics Revision Guide 978-1782945561</li> </ul>
French	Edexcel	All students have been issued with a vocabulary booklet which they can take home to revise keywords.
German	Edexcel	All students have been issued with a vocabulary booklet which they can take home to revise keywords.
History	AQA	<p>Revision books are currently in the process of being produced by the exam boards.</p> <p>There are a good textbooks covering the topic studied in Year 9 if students want extra support - Oxford AQA Thematic Studies ISBN 9780198570150 (Students would only need to use the World and the People section).</p>
Geography	AQA	<p>COP-AQA Geography Revision Guide, £5.50 from school or RRP £5.95 ISBN 9781782946106</p> <p>COP also produce an Exam Practice Workbook but this will be more useful to students as they get closer to their actual GCSE exams.</p>

## GCSEpod

- Your child has an account with GCSEpod.
- They just need to click on New User and fill in the details requested





## **Extra provision (Timetable Normally Published Next Week)**

- Weekly sessions in each subject.
- Opportunity to improve knowledge and understanding.
- Opportunity to improve controlled assessment work.
- Opportunity to seek help with all aspects of work.

**Please encourage your son / daughter to attend, they make a significant difference to achievement and progress.**



[View your school homework calendar](#)

We're hiring!



Show My Homework

Learn more ▾

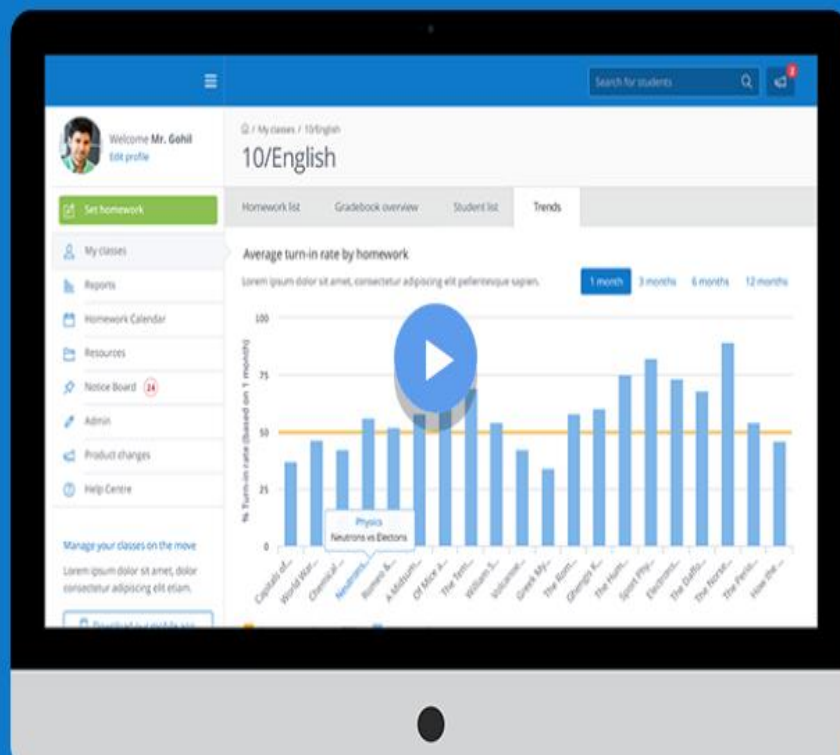
Resources

Tutoring

About us ▾

Support

Login



The **faster** and **smarter** way to help you manage homework.

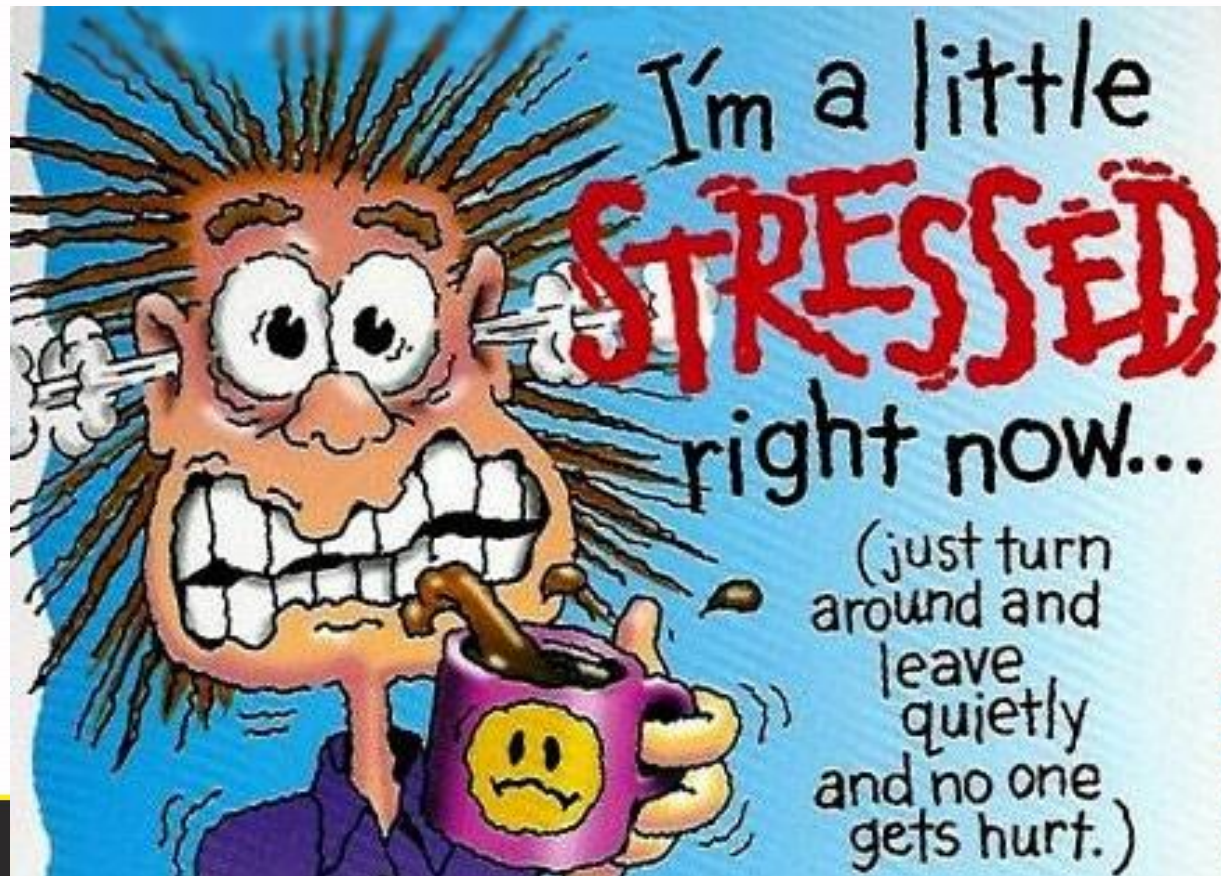
Keep teachers, students and parents engaged and happy in the homework process. Set, track and grade in a click, so you can get back to raising standards.

Book a demo

Find out more with a Senior Leader Demo

Book a demo

Some of our students might be feeling like this . . .



## Some easy ways to lower stress

- Get plenty of sleep – turn off phones
- No caffeine after 4pm (Pepsi 10 mg per 100l, Diet Coke & Lucozade – 12mg, Red Bull/Energy Drink 30 mg)
- Exercise

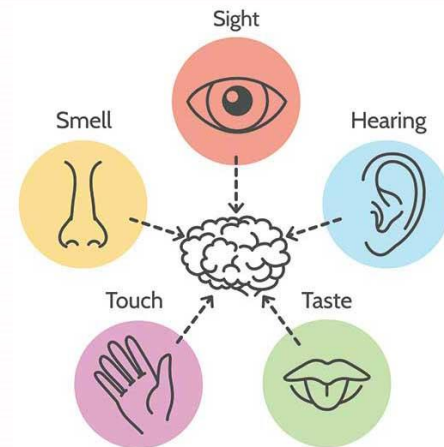


## 5 Senses

- The aim of this technique is to stop your mind wandering off into the past or future and worrying about things that aren't currently happening in the present moment.
- When that 'alarm' is going off and you feel anxious try and sit still for a moment and notice your 5 senses

- What can I:

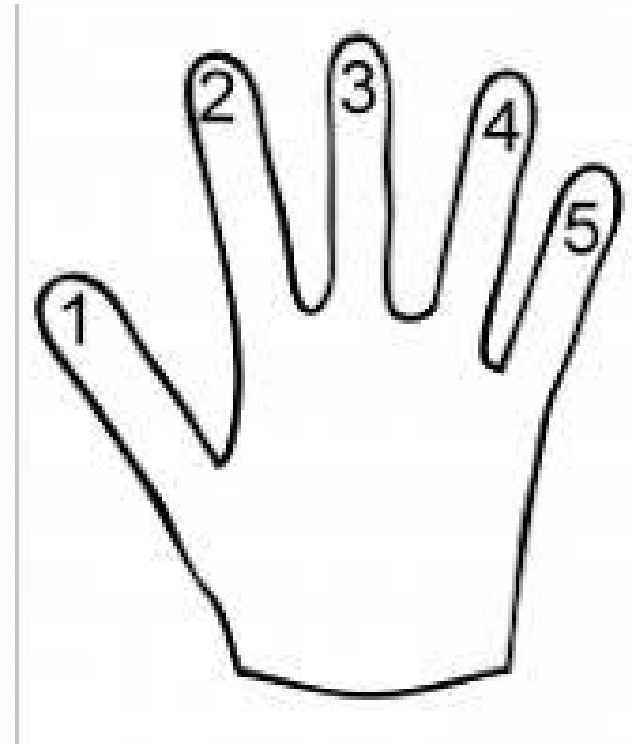
- See
- Smell
- Hear
- Feel
- Taste





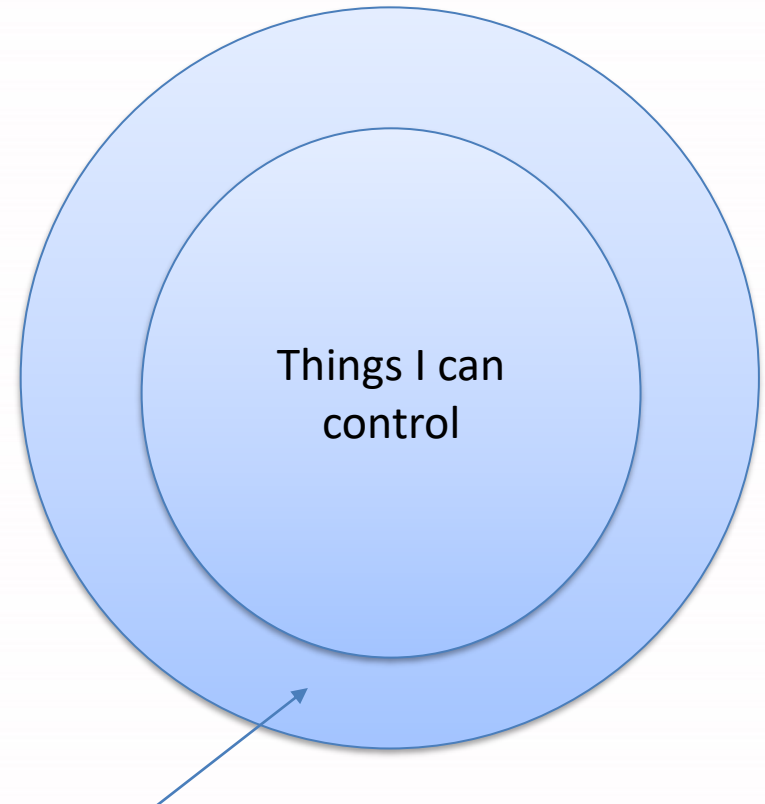
# Five Finger Touch

- Number the fingers on your hand 1-5
- Then choose a target finger on the other hand and touch it with each numbered finger.
- Then repeat for all the other fingers on your hand.
- If it becomes too easy, then change the pattern (i.e. 1, 4, 3, 5, 2).
- The trick is that the task should not be that difficult so it frustrates you but hard enough so that you have to think about it.



## Listen to your worries

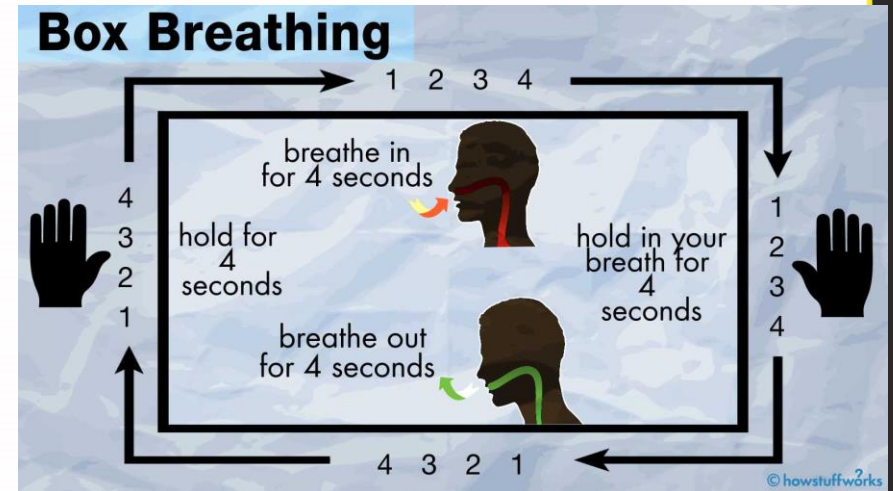
- Write all your anxieties and worries down. (e.g. 'worrying about what questions will come up in my history exam')
- Then draw two circles one inside of the other
- Review each worry and ask yourself 'What control do I have over this?'
- If there's something you can do to control the outcome of the worry, put it in the centre circle. If there's nothing you can do to control the outcome of the thought or worry it goes in the outer circle.
- People who handle stress well focus on spend their energy focusing on the worries they can control.



Things I have no control over

# Box Breathing

- Step 1: Breathe in counting to four slowly. Feel the air enter your lungs.
- Step 2: Hold your breath for 4 seconds. Try to avoid inhaling or exhaling for 4 seconds.
- Step 3: Slowly exhale through your mouth for 4 seconds.
- Step 4: Repeat steps 1 to 3 until you feel re-centered





# Exam Results are not the only measure of success

- Exam results do not define anyone.
- While we want everyone to leave us with good qualifications, it is not the end of the world if they don't.
- They can still achieve everything they want, it just might take a year or two longer.
- Some students simply struggle with the style of assessment at GCSE and then excel in post-16 studies that are assessed in a different way.
- Our biggest aim is for all of our students to finish Year 11 proud of what they have done and able to say that they tried their best over the course of the year.



# Faculty Contacts

- English and MFL – Mrs K Ford
  - [k.ford@fairfax.fmat.co.uk](mailto:k.ford@fairfax.fmat.co.uk)
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- PE and Performance – Mrs K Palmer
  - [k.palmer@fairfax.fmat.co.uk](mailto:k.palmer@fairfax.fmat.co.uk)

# Key contacts

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- Mr G Clark (Assistant Head of Year 11)
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- Mrs P Knowles (Career Adviser)
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- Mr T Johnson (Vice Principal)
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