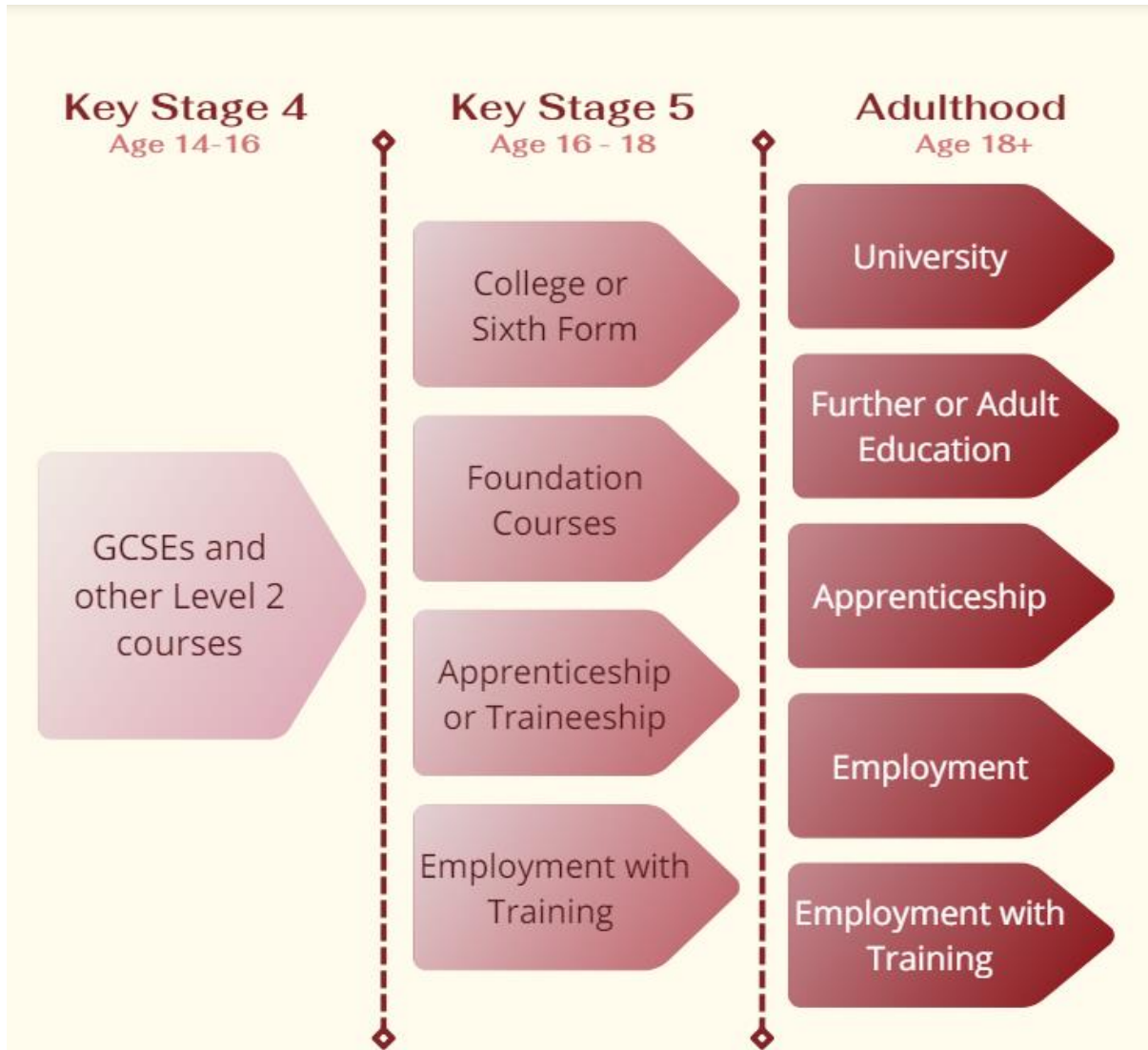


Getting Ready for Year 11



Your next steps:

The aim of this evening is to support you with your transition into Year 11. We will look at the different pathways that you can take, as well as supporting you as you navigate your way through your GCSEs.



There are different entry requirements for different courses and attaining the highest GCSE scores opens more doors to you. This is one of the reasons why it is important that you work hard in all your subjects, even if you don't plan to study them Post 16.

All students are required to gain a grade 4 in English and Maths and if they don't achieve this in year 11, they will continue to study them at Key Stage 5.

Timeline:

There are a number of key dates over the next year to support students with their GCSEs and next steps.

Year 10 Work Experience	10 th June
Year 10 Assessment Week	24 th June
Year 10 Results Issued to Students	12 th July
Year 10 Rewards Day	18 th July
Year 11 mock exams week 1	4 th November
'Next Steps' Week	11 th November
Sixth Form Open Evening	14 th November
Mock GCSE results day	29 th November
Parents' evening	5 th December
Year 11 mock exams week 2	10 th February
Year 11 Reports	17 th March
Easter School (Invitation Only)	April 2025
Normal timetable ends and summer revision timetable begins	6 th May
External GCSE exams start	6 th May
Year 11 Leavers' Assembly and Prom at the Village Hotel	27 th June (TBC)
GCSE Results Day	21 st August

Attitude to Learning:

Horsforth School places great emphasis upon developing and monitoring each student's Attitude to Learning. It is our belief that if students consistently show a positive Attitude to Learning, there will be direct benefits on their achievement. We want our students to be curious learners who fully engage in every opportunity, and we expect them to take responsibility for their own learning through actively participating in lessons and developing their resilience to overcome challenges.

ATL Score	Student Descriptor
6	<p>An EXEMPLARY student...</p> <ul style="list-style-type: none"> • Is fully engaged, proactive and highly productive in every lesson • Shows great resilience and is always eager to be challenged • Produces work of the highest quality and show pride in all tasks • Shows respect and tolerance to staff and students • Produces homework of a consistently high standard, on time every time, reading around the subject to address gaps or extend knowledge
5	<p>A MOTIVATED student...</p> <ul style="list-style-type: none"> • Is an active learner, going above and beyond expectations in many lessons • Shows resilience and responds positively to feedback and support • Shows pride and produces work of a high quality in every lesson • Is punctual, settles quickly and always arrives ready to learn • Produces homework of a high standard, on time every time seeking help when needed
4	<p>A COASTING student...</p> <ul style="list-style-type: none"> • Sometimes lacks focus and can be passive in their learning • Can lack resilience and be reluctant to act upon feedback or learn from mistakes • Sometimes produces work that lacks pride and is not in line with their ability • May need reminding of classroom expectations but usually acts upon these quickly and positively • Will complete most homework tasks but may not actively seek help if struggling
3	<p>An UNMOTIVATED student...</p> <ul style="list-style-type: none"> • Shows inconsistency in their approach to lessons and is often off task • Lacks resilience and can respond negatively to feedback and support • Often shows a lack of pride in their work and can leave classwork incomplete • Regularly needs reminding of classroom expectations and can often be a distraction to others • May not regularly complete homework tasks to a satisfactory standard if at all
2	<p>A DISENGAGED student...</p> <ul style="list-style-type: none"> • Shows no sustained desire to engage in their own learning in lessons • Lacks resilience and a desire to improve, giving limited responses to feedback • Puts little effort or pride into their classwork leaving most tasks incomplete • Is often late to lessons and distracts others, needing regular reminders of classroom expectations • Rarely completes homework and frequently misses deadlines
1	<p>An UNSATISFACTORY student...</p> <ul style="list-style-type: none"> • Does not engage in lessons • Does not respond to feedback in any way and does not seek to improve • Puts very little effort into any written work and lacks pride in what they do • Is frequently late to lessons, regularly distracts others and can be disrespectful when challenged • Does not complete homework tasks or revise for assessments when directed to
0	<p>A NON-ATTENDER...</p> <ul style="list-style-type: none"> • Does not attend school (or this particular subject) regularly enough for a score to be given

Attendance:

Improving school attendance is everyone’s business and, to tackle the challenge we face, we need to work together. As a school we want to work with parents/carers to ensure that every child’s attendance is as high as possible as there is a clear link between attendance, progress and wellbeing.



Attendance: The Top Facts to Know & Share

The Link between Attendance and Attainment is clear:

Poor attendance has a dramatic relationship with GCSE results. While 78% of all children who were rarely absent in both years passed at least 5 GCSEs including English and Maths, only 36% of children who were persistently absent in both years and just 5% of children who were severely absent in both years reached this same standard.

It is Never Too Late to change your Attendance:

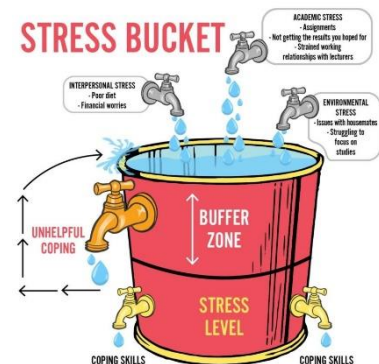
More than half (54%) of pupils who were below 92% in Year 10 and then rarely absent in Year 11, passed at least 5 GCSEs, compared to **26% of pupils who were persistently absent in both years**

Attendance & Attainment Year 10 Link

Year 10 Attainment Overview		
Attendance %	Average Total P8 Score	Average Attainment
0-49%	- 2.92	0.23
50-89%	- 0.79	3.33
90-94%	+ 0.23	4.56
95-97%	+ 0.57	5.21
98%-100%	+ 0.85	5.92

Attendance is Important for more than just Attainment:

Regular school attendance can facilitate positive peer relationships, which is a **protective factor for mental health and wellbeing.**



Organising Your Revision:



It is important to plan revision so that last minute 'cramming' doesn't happen. Creating a revision timetable allows students to factor in other commitments whilst at the same time planning what topics they will revise and when. It is a good idea to have a copy of the revision timetable stuck to the fridge so that parents/carers can then quiz them on it.

Students have been given a template to support them with this, where they can write in their commitments and then plan their revision around it.

Time	Sat 1.6.24	Sun 2.6.24	Mon 3.6.24	Tues 4.6.24	Wed 5.6.24	Thurs 6.6.24	Fri 7.6.24
Morning							
Lunchtime							
Afternoon							
Evening							

There are several revision strategies which are outlined in the following pages:

Using Flashcards

Information for parents and carers

PiXL
partners in excellence



Did you know?



Using flashcards is a repetition strategy. They are a simple 'cue' on the front and an 'answer' on the back. Flashcards engage students in "active recall", which means they are creating connections with their memory.

Research shows that using flashcards can enhance long-term learning and help students to memorise facts quickly. Flashcards are not an effective method for last-minute cramming!

Studies have found that it's more effective to review a whole stack of cards in one sitting rather than to carry them around and have students glance at them every so often.

What can you do?

Encourage your child to make flashcards as part of their revision strategy. The key is to have a question or key term on one side and the answer or definition on the other. Suggest using different colours for topics to help categorise information and to keep them neat. Flashcards containing just notes are not effective.

Try testing your child using the flashcards and give them time to digest the question before answering. If they get the answer right, don't discard the card – they need to keep repeating it again and over time.

When using the flashcards, help your child review their cards using a system. With your child, read

through this article which explains how to use flashcards effectively using a system approach: <https://www.parent24.com/Learn/School-exams/watch-how-to-study-using-flashcards-20160825>



e: enquiries@pixl.org.uk www.pixl.org.uk

better future - brighter hope



The chunking technique

Information for parents and carers

PiXL
partners in excellence



Did you know?



Chunking is a technique which can improve the **memory**. Chunking is the process of taking individual pieces of information (**chunks**) and **grouping them into larger units**.

The chunking process encourages students to break down larger amounts of information into smaller units, identify similarities or patterns, organise information and group information into manageable units. Studies have shown that students have gone from remembering seven pieces of information to over 80 by using the chunking technique.

Research shows that chunking is useful because it can help students' memory system become far more efficient as they are able to retain information better. They will then be able to recall relevant information in their exams.



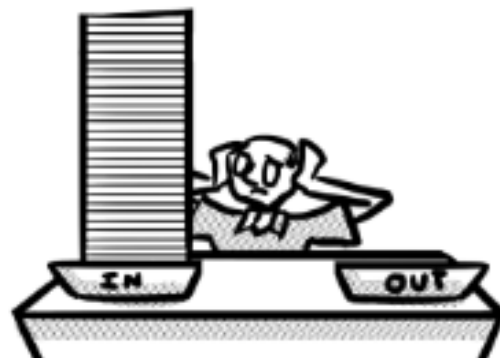
What can you do?

Support your child to **challenge themselves** to remember lists of things, whether it's a shopping list, vocabulary words or important topics they are learning about.

Help your child to **separate their revision into relevant sections** as this will help them digest everything and remember the information more easily. Encourage them to create links between different bits of information and put them into meaningful categories because it can help them remember them better.

Chunking works well if work is **organised and neat**, so help your child to use headings and titles

for different sections, use tables to summarise data, bullet points to summarise key points and also combine illustrations with text to create visual associations.



e: enquiries@pixl.org.uk www.pixl.org.uk

Cognitive Load Theory

Information for parents and carers

PiXL
partners in excellence



Did you know?



Cognitive load theory is a handy model to understand challenge and how to learn information which isn't too hard, or too easy, but just right. (Sweller 1998) Cognitive load is the amount of information our working memory can hold at any one time. The capacity of our working load is limited and therefore students can maximise their working memory by practising a range of strategies.

Research shows that strategies for reducing cognitive load can assist the human brain to learn and store knowledge, boost confidence and improve memory retention.

Further research has identified that reducing the cognitive load can reduce stress and anxiety and the feeling of being overwhelmed with tasks.

What can you do?



Support your child to try out strategies to reduce the cognitive load. Examples include:

- Breaking down problems into smaller parts. This reduces the problem space and lightens the cognitive load, making learning more effective.
- Helping them to understand worked examples in order to work out how to complete tasks.
- Encouraging them to take advantage of auditory and visual channels in their working memory and supporting them to create stories to help remember information in accessible chunks.
- Working with them to simplify information and build on it. Students should avoid overloading their brain with too much information at any one time.

The learning environment is crucial to reducing cognitive load. Help your child to create a calming environment to work in with as few distractions as possible. Encourage them to turn off their phone, music or the TV whilst revising or doing homework. Distractions only add to our working memory.

Help and encourage your child to review information from their lessons as they go along because this will help improve their retention, adding knowledge to their long-term memory. Help them get into a routine which works for them.

e: enquiries@pixl.org.uk www.pixl.org.uk

better future - brighter hope



Keeping active during Revision

Information for parents and carers

PIXL
partners in excellence



Did you know?



Research shows that physically active students have more active brains. Even walking for just 20 minutes can significantly increase activity in the brain. This means that it is really important for students to take regular breaks in their learning.

Exercise triggers the release of various hormones and chemical compounds in the body and has many benefits to learning:

- It improves cognitive brain function
- It improves students' ability to focus for longer periods of time
- It can reduce stress levels
- It can improve memory retention

Studies have shown that exercise helps to oxygenate the brain and release tension, helping students to keep calm, mentally relax and study more efficiently. Productive people often work smarter rather than harder and exercise has a huge part to play in this.

What can you do?



Support your child to take regular breaks so they are less likely to get distracted whilst revising. It's much better to spend 60 minutes revising well and 10 minutes on a break than for your child to spend longer half revising and half playing with their phone! Suggest to your child that they take breaks every 60-90 minutes when revising.

Encourage your child to do something active with their break, such as getting some fresh air, playing sport, going for a walk or a run, or doing housework. Remind them that exercise doesn't have to last for hours to count.

Work with your child to help them work efficiently and find a routine that works for them. They need to be flexible to work around their timetables and could do some exercise early in the morning, at lunchtimes or early evenings. Alongside exercising, help your child to take care of themselves by eating well, sleeping well, relaxing, socialising and having some down time.

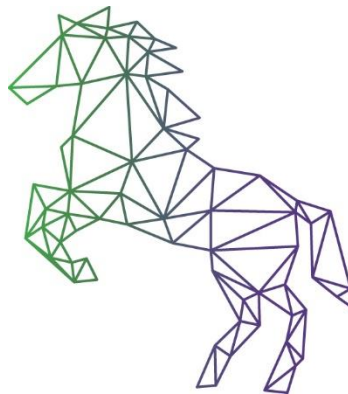
enquiries@pixl.org.uk www.pixl.org.uk

Online reporting

Would you like to access progress, attendance and behaviour about your son or daughter 24 hours a day?

SIMS Parental App is an on-line system that allows parents and carers immediate access to information about student attendance, behaviour and progress. Attendance and behaviour information is updated daily, and student progress is provided termly with annual school reports also available to view and download. Information is provided on a secure website.

If you would like to register for a logon, please email parentlogons@horsforthschool.org



Notes: