

Welcome

Year 11 Information Evening





Head of Year Overview

- Well-being & support
- Communication
- Preparation for GCSEs
- Post 16 options



Head of Year Overview

Who to contact (admin@hgs.herts.sch.uk)

- Subject teachers/Head of Department
- Head of Year Ms Gunns
- Form Tutors



11A – Mrs Foster

11B – Mr Balfe

11C – Mr Buckridge

11F – Ms Pateman/Mrs Bunker

11J - Mrs Edwards/Mrs Gale

11P - Mrs Mani

11R - Mrs Symeou

11T - Mr Dellar

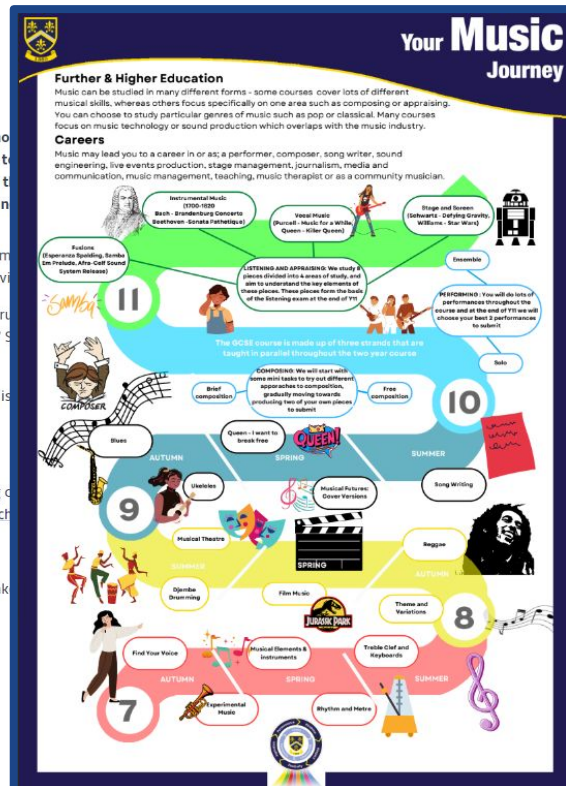
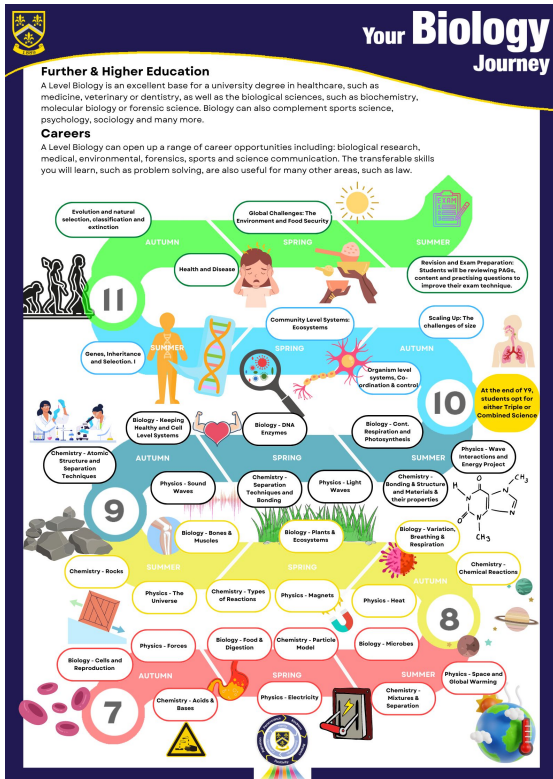


How can I continue to support my child in their GCSEs?

- Take an active interest in their studies
- Enrich their learning with conversations that might relate to areas of study, i.e. news stories
- Keep an eye on what is being studied presently so that you can play an active role
- Support and communicate regularly with your child's teachers
- Purchase suggested revision guides
- Regularly log into Go4Schools and attend virtual consultation evenings
- Give your child a safe and quiet work space that they can use - try not to tidy it!
- Support them to have appropriate 'down time' and manage their time effectively



Where can I find out what my child is studying?



Year 11 Open Evening (in person)

Tuesday 14th November

Year 11 Consultation Evening (virtual)

Tuesday 5th December

Year 11 Revision and Information Evening (in person)

Tuesday 26th March



Year 11 Mock Exam Period

The mock exam periods will take place from:

Monday 30th October 2023 - Friday 10th November 2023

Monday 26th February 2024 - Friday 1st March 2024



Year 11 Assessment and Reporting Calendar

At any point during your child's education at HGS, you can log into Go4Schools to monitor their most recent assessments in each subject. In addition, you will receive two reports that detail their engagement with learning along with tips on what they could do to improve this. More information on these will be shared in a letter next week.

1. EwL + mock grade	wc 01/12/23
2. EwL + tutor comment + Eng/Ma Mock grade	wc 22/03/24



Public Exams

- Written exams: These will take place from mid May until the end of June
- NEA (Non-Examined Assessment): Subject specific deadlines will be shared by the class teacher where there is an NEA involved
- Your child must be available for exams up to and including the published contingency day (end of June).
- Results Day is ***Thursday 22nd August 2024***



Public Exams

- By the end of January your child will receive their statement of entry
- It is your child's responsibility to check for any errors or omissions
- By mid March your child will receive their final exam timetable which includes the room and seat number for each exam



Public Exams

- The Data & Exams team, Mrs. Emmings, Mr. Palmer, Mrs Adams and Mrs. Pargeter, will send out numerous emails containing a variety of important information from this point forward
- Your child must remember to check their emails!

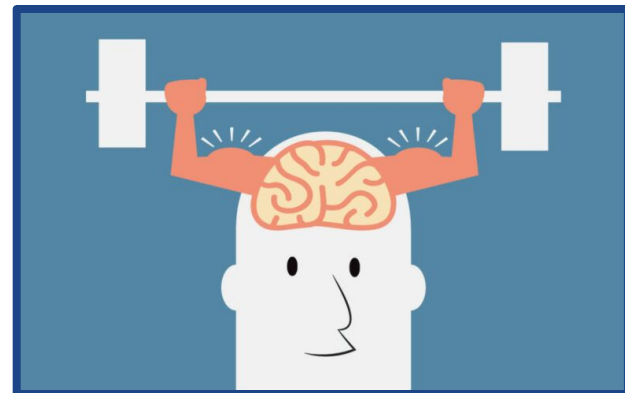


Public Exams

- If they have any questions your child needs to either email exams@hgs.herts.sch.uk or pop in to see them in their office located next to M7
- If your child is unsure, it is so important that the ask and do so sooner rather than later
- It is important to remember that there is no such thing as a silly question!



REVISION TIMETABLE						
MON	TUE	WED	THUR	FRI	SAT	SUN
Maths	English					
Biology	Spanish					
History						



How can you best support your child with revision?

- Ensure that they have created a revision timetable - NOW! This is an essential tool to use consistently throughout Year 11, not something to start in May!
- Have a copy of their revision timetable somewhere that members of your family can see so that they are aware of times when revision needs to come first.
- Ensure that they have a quiet, appropriate space to work and revise; a space that only they tidy up - being able to leave their revision as they need it when they return is important.
- Talk to them about their routines and systems and ask them how you can best support them with these.
- Offer to talk through their revision - let them teach you - ask them questions about it and be present and listen to their replies. If possible ask supplementary questions to support them to extend and deepen their knowledge.
- Ensure that they are regularly eating proper meals, keeping hydrated and getting enough exercise.
- Ensure that they are getting enough sleep!



Advice from Year 11 parents (*been there, done that, got the t-shirt!*)

What I know now that I wish I knew then...

Provide little surprises for when they get home ie cakes/chocs/sweet s/favourite food etc.

Working without music (lyrics or non lyrics) is scientifically proven to be most effective.

For my child to always check the back page of the exam!! Make sure they haven't missed a question!

Not to stress if they think an exam has not gone well - once it is done, it is done.

That it will all work out in the end.

Encourage them to tackle the subject they find hardest first.

Encourage them to explain/tell/recite answers to you that they have prepared

Trust them if they say they have done a timetable.

They know more than they let on!

There are a huge range of great websites/app/youtube etc to support them (and you!)



A Parent Guide to Effective Revision

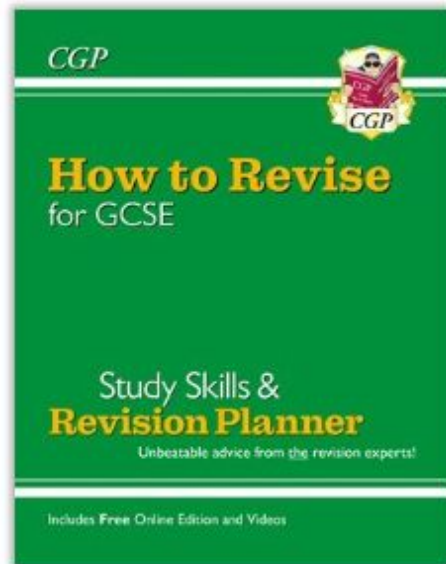
A lot of research has been done recently on the most effective study strategies. Three are listed and briefly explained below:

- 1.**Retrieval Practice**: this is retrieving knowledge from memory, without any cues.
- 2.**Spacing**: this is leaving a gap between learning information and revisiting it.
- 3.**Elaboration**: this is using 'how' and 'why' questions to explain our learning.



Revision Guides

- ★ Revision Guide checklist - take yours home today!
- ★ For those provided by the school your teacher will talk to you about them soon (if they have not already)
- ★ For those that you need to purchase yourself, we advise that you do so as soon as possible - please scan the QR codes as you leave.
- ★ Every student will be given the CGP How to Revise guide very soon - this is a superb guide to everything you need to know, and do, to revise successfully, smartly and in a way that allows you to create a work/life balance which is essential.
- ★ We will be running Revision sessions in school over the coming weeks and months; both in departments and as a year group - please make sure that you attend!



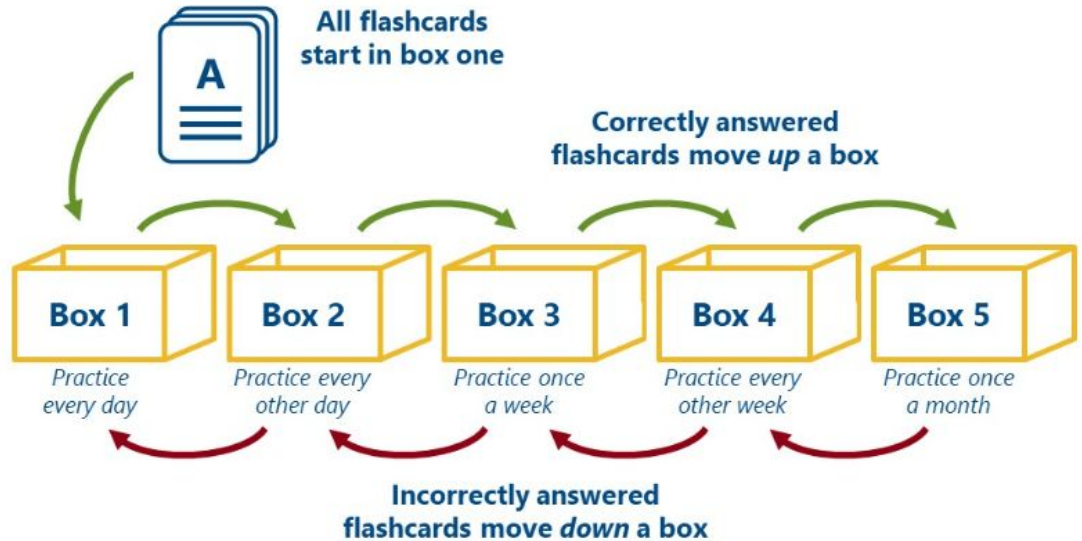
Success doesn't come from what you do occasionally, but what you do consistently.



A Parent Guide to Effective Revision

The **Leitner Method** is a way of **quizzing** with flashcards where students move the cards to different compartments depending on whether or not they recalled the information correctly. This strategy makes use of **retrieval** and **spacing**.

You can use this method with key vocabulary, key characters, key themes, key quotes or any factual knowledge.



A Parent Guide to Effective Revision

Elaboration is showing understanding of a topic by answering ‘how’ and ‘why’ questions.

Below are some sentence stems students could use to practise this:

How does X work?

Why does X happen?

Why does it make sense that _____?

Why is this true?

Why is X true and not Y?

When did X happen?

What caused X?

What is the result of X?

This is also a great strategy for students to practise self-explaining by answering these questions. If they explain them to a partner, they would be teaching – another very effective revision tool.



Benefits of Silence

Concentration



Creativity



Awareness



WHISPERROOM INC.

The importance of building up Silence Stamina

Why do we find working silently difficult?



We live in an increasingly noisy world - we are bombarded with sounds from the moment we wake up until the moment we go to sleep.

Life has become incredibly noisy - we will all feel this at times and experience how overwhelming it can be.

Your generation have never known a world without pings, notifications, immediate and on demand access to media within seconds.



What does the research say?

- The research shows that even when we think they are doing a quiet activity we are rarely ever in true silence due to notifications pinging through, music/tv on in the background etc.
- Research shows that when a person is fully engaged with a task and they get interrupted that it takes approximately 23 minutes to return to the same level of focus again.
- The research is very clear that we must build up our ability to be able to sit and work in silence so that our brains have the opportunity to process what we are learning, absorb the information, turn it into memories and recharge so that we are ready for the next task.
- This is highly important for students as they will all need to sit in silence for exams during the summer term.



Silence helps you to concentrate better because your brain is able to focus solely on one task and work at its full capacity.

Silence is an important part of the creative process because it shuts out the outside world and what you are doing gets all of your focus.

Silence provides your brain with time to reflect and work out what you need to do next - this can help with problem solving or overcoming things you are struggling with.

How can working in silence help me?

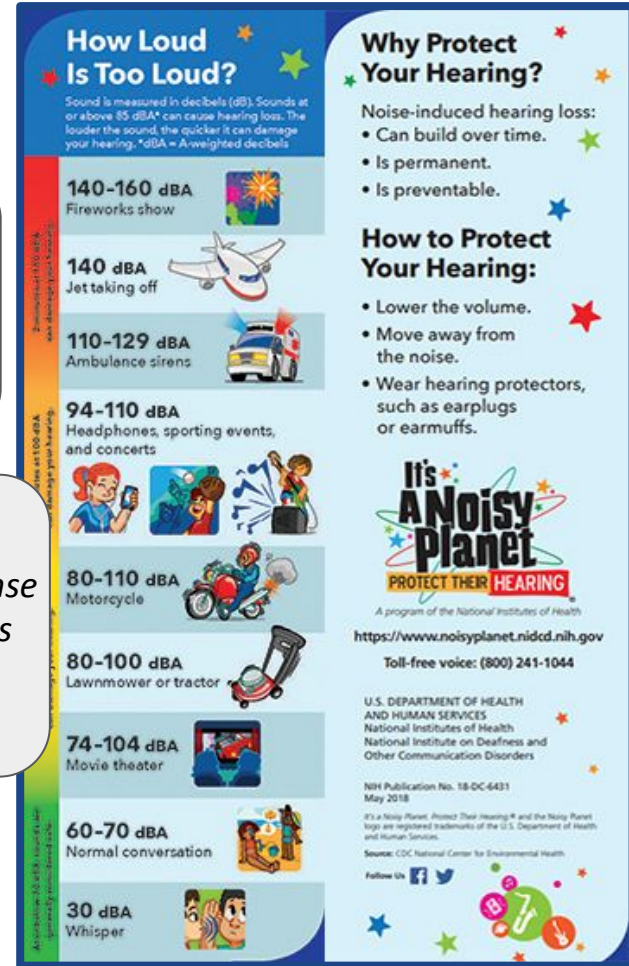


Noise has been linked to lower achievement - when you work/revise with noises around you or music on (even with no lyrics) research shows that you will perform lower in a test/exam that if you have revised in silence.

Focus is almost always lost when a sound reaches around 80 decibels. Your headphones playing music will be around 94-100dBA!

Silence gives you more patience - learning to enjoy silence creates a sense of calm and peacefulness that enables you to be more patient when you encounter an issue.

Research shows that remaining silent for periods of time allows the brain to produce new cells which can help you to be more productive.



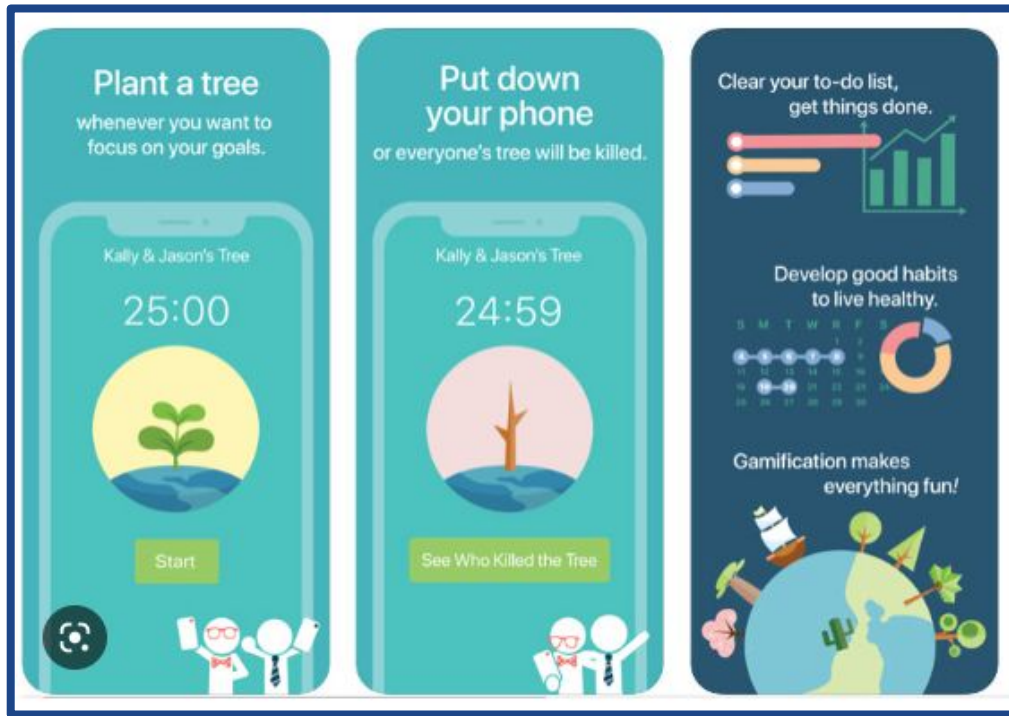
Should I listen to music while I am working/revising?

Research undertaken by psychologists [Perham and Currie, 2014, Applied Cognitive Psychology](#) shows that if you want to EMBED, RETAIN and truly LEARN the information in front of you that you should do this in a quiet (ideally silent) environment.

The findings -

- ➔ Students who revised in quiet environments performed more than 60% better in an exam than their peers who revised while listening to music that had lyrics.
- ➔ Students who revised while listening to music without lyrics (55%) did better than those who had revised to music with lyrics.
- ➔ It made no difference whether students revised listening to songs they liked (38%) or didn't - both led to a reduction in their subsequent test performance (37%).





Are there ways that we can stop our devices/social media distracting us?



Yes! Lots of students use this app which supports you to focus on your work/revision and encourages you to stay off social media and other apps.

How does it work?

Flora App

Flora is a new way to stay off your phone, clear to-do lists, and build positive, life-changing habits. Whenever you want to make progress toward your goals,

grow trees in Flora!

Have trouble putting down your phone? Flora blocks distracting apps, such as Facebook, Instagram or games, in a pleasant way to help you focus on what's more important in real life.

Thrive and Fly

This is the term we use to describe our academic interventions programme.

Thrive and Fly sessions aim to support those young people who, for whatever reason, are not currently achieving their full potential in school.



‘To improve life chances and outcomes, especially for those who are struggling to fly’



Thrive and Fly

Our key focus this term is on supporting those students whose reading ages are significantly below their expected chronological age so that they can better access ***all aspects of their learning and in so doing - Thrive and Fly.***

‘To unlock in them the thing that is currently keeping them stuck.’



Who will we support?

- Using their NGRT results from the Spring + their Y10 Progress reports + the insight from their English teachers we will identify any students who may benefit from some targeted, bespoke, specialist support.
- I will work with them to help them to identify what it is that is 'keeping them stuck' and then using this discussion and information devise a plan to support, inspire, motivate and help them to become 'unstuck' and free to *THRIVE and FLY*.
- All teachers will work with them in their lessons to address gaps that have been identified both in the classroom and via homework/independent study.
- I will be monitoring identified students to ensure that they are engaging in their Thrive and Fly support and celebrating with them, and you as a family, their progress and successes - however small they may be - one step at a time is key.
- Thrive and Fly support may be on its own or in collaboration with our SENCO, Learning Support and Pastoral Team depending on the child's needs.
- I will regularly communicate with students and their families to share progress and keep you informed as to the support your child is receiving if they are identified as needing it.
- Absolutely key to Thrive and Fly is ensuring that every child feels *seen, heard and rewarded* for the effort, perseverance and progress that they are making. Success and personal achievement will be celebrated using our Behaviour for Learning Rewards system.



What will Thrive and Fly support look like?

Students who are 2 or more years below the expected reading level for their age will receive targeted support in *Thrive and Fly* sessions - this support will vary depending on identified need.

- A range of specialist staff will work with these students in a bespoke way to tailor support to best suit their needs; this will be via 1:1 or small group sessions.
- The support these students receive in Year 7 is the first part of a journey of support that is available at HGS.



Who will lead Thrive and Fly sessions?

Specialist English Intervention tutor: Miss Walker

Mrs Lennon - Assistant SENCO

Mrs Batchelor - Head of English

Additional timetabled *Thrive and Fly* sessions with
our specialist English teachers



*“You can't go back and change the beginning,
but you can start where you are and change
the ending”. CS Lewis*



Attendance

‘Attend today, Achieve tomorrow’

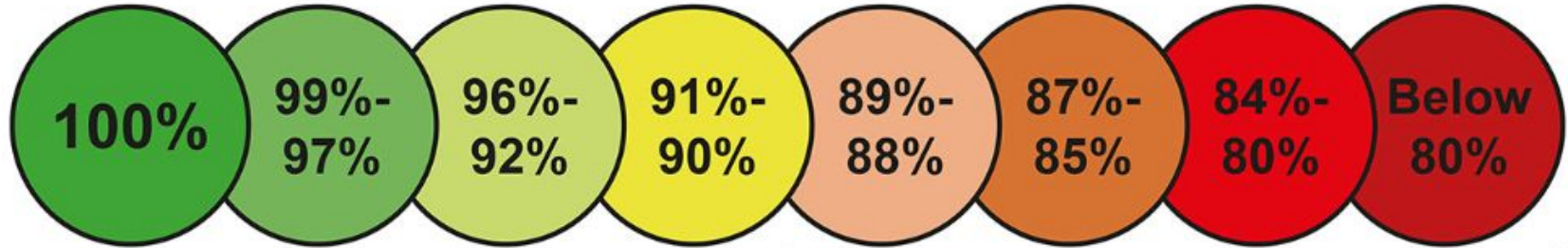
The importance of good attendance for your child



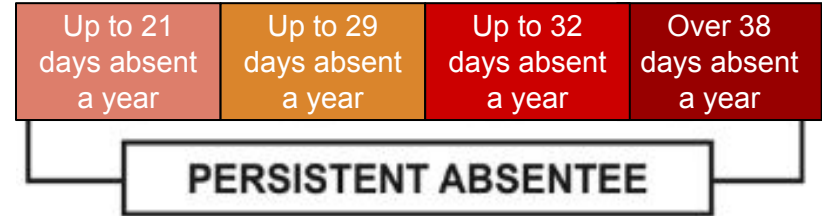
ATTENDANCE MATTERS

Exceptional attendance for all = 97%+ daily attendance

Attend today, Achieve tomorrow



Attendance impacts of academic outcomes, the **more** school students miss, the **less** likely they are to achieve their potential.



Which CIRCLE is your child in?



Attendance

90% attendance over 5 years = half a year of schooling missed.

80% attendance over 5 years = a whole year missed.

Improving attendance will help students to achieve their potential as days missed will always mean lost learning.



Attendance

National data and our historical data shows that students who have attendance above 90% make better progress and achieve better GCSE outcomes than those whose attendance is below 90%.

In 2023 GCSE results at HGS, students with an attendance above 90% on average achieved or exceeded their target grade
Those that were sub 90% attendance on average missed their target grades by 0.7 grades

Sub 80% dropped to almost 2 grades off target

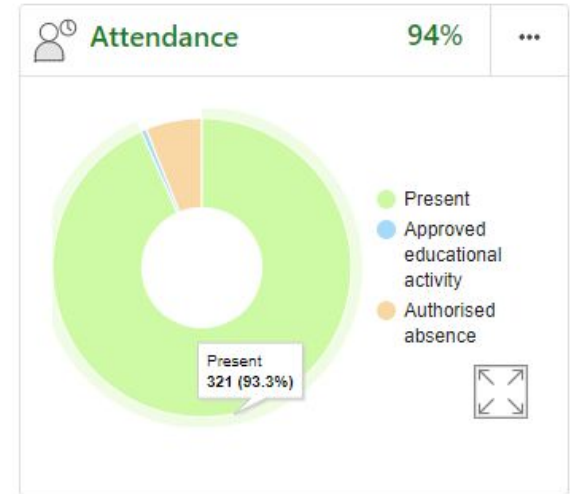


Attendance - Go4Schools



Your child's attendance will be visible this year.

You will be able to check your child's attendance by using your parental login for Go4Schools.



SEND Support

Key contacts:

- Mrs Cole = Assistant Headteacher and SENCO
- Miss Lennon = Assistant SENCO

If you have any concerns about your child's learning, please contact the team so we can work with you to establish a plan to support them.



SEND Support

SEND interventions

There are 6 LSAs at HGS. They will work in the classroom with some students and also deliver a range of interventions which take place during registration, at lunch and in exceptional circumstances, during lessons.

The team runs homework club every lunch time.



Access Arrangements

The Learning Support Department and the Exams team work together to ensure that students receive access arrangements in line with JCQ regulations.

Key things to note:

- To receive access arrangements, this must be the students normal way of learning.
- Evidence must be provided of need from teaching staff.
- Medical evidence may need to be provided.
- Testing cannot take place prior to year 9.



Thank you

Year 11 Information Evening

