



Welcome

Year 11 Information Evening



Hitchin Girls' School: welcome back!



Our mission is to provide an exceptional education and opportunities for all, embracing innovation whilst proudly celebrating our history and traditions.

Through upholding our values and identity our community will thrive.

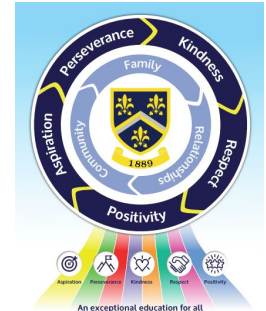
Hitchin Girls' School: Your journey

A Hitchin Girls' School student will be proud of our shared values and being part of our community.

They will have gained knowledge, skills and experiences that will help them navigate whatever lies ahead.
They will be curious to learn and dare to dream.

They will work hard to achieve goals of their own design.

Inspiring others and acting with integrity and kindness, they will have a positive impact on the world around them.



Head of Year Overview

- Preparation for Examinations
- Preparation for the “real world”
- Support for choices on next steps
- Continued opportunities to both be part of and to **lead** the school community



Head of Year Overview

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

- Subject teachers/Head of Department
- Head of Year Mr Jackson
- Form Tutors

11A – Mrs Connolly/Mrs Foster

11B – Mr Walter

11C – Mr Wright

11F – Miss Collins

11J - Mr Clifford

11P - Ms Lopez

11R - Mrs Malik

11T - Mr Hanse





Year 12

Our experiences and advice to Year 11

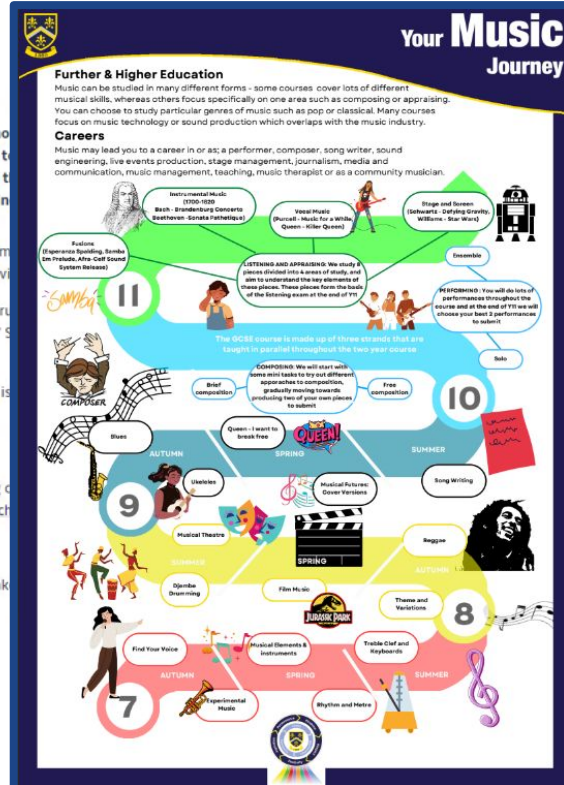


How can I continue to support my child during their GCSE year?

- Take an active interest in their studies - let them teach you what they have learnt
- Enrich their learning with conversations that might relate to areas of study, i.e. news stories
- Know key dates and deadlines and plan family events around them
- Support and communicate regularly with your child's tutor, teachers and Mr Jackson
- Purchase suggested revision guides
- Regularly log into Go4Schools/Arbor 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
- Decide together on goals/rewards that they will be motivated to work towards



Where can I find out what my child is studying?



Year 11 Open Evening (in person)

Tuesday 24th November 2026

Year 11 Consultation Evening (virtual)

Thursday 10th December 2026



Year 11 Mock Exam Period

The mock exam periods will take place from:

Monday 2nd November 2026 - Friday 13th November 2026

Monday 22nd February 2027 - Friday 26th February 2027



How we share information is changing...

- From June 1st 2026, we moved away from using SIMS as our Management Information System
- From September 1st 2026, we stopped using Go4Schools for Behaviour/Rewards and Attendance. We also no longer have access to the Go4Schools app (although parents can still see progress information and reports via the web portal until Easter)
- Towards the end of this month, we will launch access to the Arbor Parent/Guardian portal and associated app. Currently this is turned off but students can access the student portal already.



Arbor

For Parents

Who are Arbor?

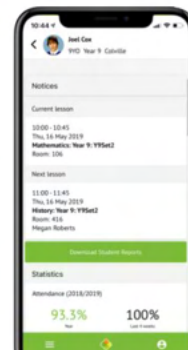
Your child's school has chosen Arbor as their MIS provider. An MIS is a system that helps schools collect, store, manage and use all the information they need. Arbor is a simple, smart and cloud-based MIS, meaning the data isn't physically stored in school. This makes Arbor much more secure than some other providers as computer theft or damage at the school would not lead to data loss or a data breach. It also means you can log into Arbor to see and update your child's information or make payments and bookings yourself!

Arbor was founded in 2011 by a small group of people on a mission to create a simple, smart MIS system that would help schools learn from their data to save teachers time and ultimately improve student outcomes.

How can parents use Arbor?

Here's how you can use Arbor as a parent:

- Log into Parent Portal for Google Chrome on computers or laptops
- Download the Arbor App from the App Store or Google Play Store then log in on your phone (For Android 5.0 or iOS 10.0 and upwards)
- Your school can then send you In-app messages. Your school can also send you emails, letters or SMS from their Arbor system.



What will I see?

Once logged in you will be able to access or do the following;

- Your child's timetable
- Make changes to information we hold about your child
- Your child's attendance (AM/PM slots only)
- Your child's behaviour and rewards including any detentions
- Communications to and from the school
- The ability to report your child as absent without calling

Later in the year we also hope to be able to include;

- Payments for trips or other events, Clubs, Trip Approvals and various other tools. Y11 parents will also see exam timetables later in the year.



For Parents

Who are Arbor?

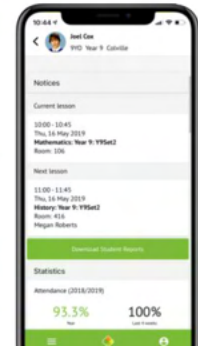
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Where do I find information on my child's progress?

This will remain on Go4Schools until Easter 2027, at which point we will copy this information over and send a further communication.

If you are having difficulties logging on to Go4Schools, please contact admin@hgs.herts.sch.uk for assistance but most problems can be solved by clicking 'forgotten your password'. A letter will be shared in early October with information about how to access progress data and what it means.

From Easter 2027 we will show all progress data and all reports on Arbor while exam results will also be available from Arbor in August when they are published.

Y10 Mock	Y11 November Mock	Yr11 February Mock
4	5+	4
3-	6-	2+
4-	5-	5+
3+	4	5-
-	3-	4-
5+	5	7+
6	6-	7-
6+	9-	8-
7+	9-	9+



Year 11 Assessment and Reporting Calendar

At any point during your child's education at HGS, you can log into Go4Schools or eventually Arbor 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 via a letter in a few weeks.

Report 1	wc 07/12/26
Report 2	wc 22/03/27



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 19th August 2027***



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. Kelly, Mrs. Pargeter and Mrs. Adams 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 they ask and do so sooner rather than later
- It is important to remember that there is no such thing as a silly question!



The 2026 Year 11 Cohort - Headlines

27% of grades awarded to HGS
students were 8 or 9's!

That means over 1 in 4 grades
our students achieved were the
best in the country!

43% of grades awarded to HGS
students were 7+

While 90.8% were passes, that
equates to almost 9 in 10
qualifications ending in a
4 or higher.

(nationally that was 67%!)

GCSE Headlines - English & Maths 4+ and 5+

	2026		2025	2024	2023
Eng/Ma 5+	74%	↑	68.8%	64.9%	66.0%
Eng/Ma 4+	88.9%	↑	86.1%	83.9%	83.3%



Attendance

National data, our historical and current data from 2026, shows that students who have attendance above 90% make better progress and achieve better GCSE outcomes than those whose attendance is below 90%.

Attendance of 90% means that a student is missing an average of 1 day per fortnight!



Attendance & Punctuality



HITCHIN GIRLS' SCHOOL
EVERY DAY COUNTS
BOOST YOUR FUTURE!
GOOD ATTENDANCE MATTERS!

- ACHIEVE YOUR BEST**
- BUILD CONFIDENCE, SELF-ESTEEM & RESILIENCE**
- DEVELOP NEW SKILLS**
- EXPERIENCE NEW THINGS**
- GAIN QUALIFICATIONS**
- SOCIALISE WITH OTHERS & BUILD RELATIONSHIPS**
- DEVELOP GOOD ROUTINES & HABITS**

ATTENDANCE MATTERS.
BE PRESENT. BE ENGAGED. BE YOU.

HITCHIN GIRLS' SCHOOL

The poster features a central illustration of a girl in a school uniform holding a certificate, surrounded by various icons representing different aspects of attendance and achievement. The background includes a school building and a group of students walking.



HITCHIN GIRLS' SCHOOL
PUNCTUALITY MATTERS
START YOUR DAY RIGHT!
ON-TIME ARRIVAL MATTERS!

- ARRIVE PROMPTLY TO TUTOR TIME & LESSONS**
- BUILD HABITS & RESPECT DEMONSTRATE RELIABILITY**
- MAXIMISE LEARNING DON'T MISS VALUABLE CONTENT**
- REDUCE STRESS START CALM & PREPARED**
- SHOW RESPECT TO OTHERS MINIMISE DISRUPTIONS**

PUNCTUALITY CONSEQUENCES

- MINUTES LATE WILL BE RECORDED EVERY MINUTE LATE ADDS UP. Minutes are logged and monitored.
- C2L DETENTION AT 60 MINUTES REACHING A CUMULATIVE 60 MINUTES LATE leads to a C2L detention.
- U-CODE (UNAUTHORISED ABSENCE) ARRIVING AFTER REGISTRATION CLOSES without a valid reason results in an unauthorised absence (U code).

PUNCTUALITY MATTERS.
BE TIMELY. BE FOCUSED. BE YOU.

HITCHIN GIRLS' SCHOOL

The poster features a central illustration of a girl in a school uniform holding a certificate, surrounded by various icons representing different aspects of punctuality and attendance. The background includes a school building and a group of students walking.

Attendance

If you are concerned about your child's attendance then please be in contact with their Head of Year (Mr Jackson) or our Attendance Officer (Miss Price) via the admin@hgs.herts.sch.uk email so that they can work with you to support your child to attend regularly.



Absence during term time

- Absence from school can only be authorised in **'exceptional'** circumstances and must be requested in advance.
- Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10 week period. This is the equivalent of 5 school days.
- Holidays are highly unlikely to be deemed 'exceptional' circumstances and therefore will be unauthorised, with the likelihood of a penalty fine being issued for a week's holiday.



PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE IS CHANGING

FIRST OFFENCE

1

The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child if paid within 28 days
Reduced to £80 per parent, per child if paid within 21 days.

2

SECOND OFFENCE (WITHIN 3 YEARS)

The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child to be paid within 28 days. No reduced rate will be offered.

The following changes will come into force for Penalty Notice Fines issued after **19th August 2024**.

3

THIRD OFFENCE AND ANY FURTHER OFFENCES (WITHIN 3 YEARS)

The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education.

10 SESSIONS (5 DAYS) OF UNAUTHORISED ABSENCE IN A 10-WEEK PERIOD

Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10-week period.

SEND Support

Key contacts:

- Mrs Cole = Assistant Headteacher and SENCO
- Miss Lennon = Assistant SENCO
- Mrs Virdee = Inclusion Admin Assistant

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 8 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 before any access arrangements can be put in place.
- Medical evidence may need to be provided.
- January 2027 is the deadline for school to apply for access arrangements unless there is a late injury.



Exam Wellbeing



Kieran Murphy
Director

**R
O
U
T
I
N
E**

A row of seven light-colored wooden blocks, each with a black letter, spelling out the word "ROUTINE". The blocks are arranged horizontally on a light blue surface. In the background, many more similar wooden blocks are scattered and out of focus.



START
HERE...

Get sleep



Turn off devices earlier



Turn off devices earlier

Create a good bedtime routine

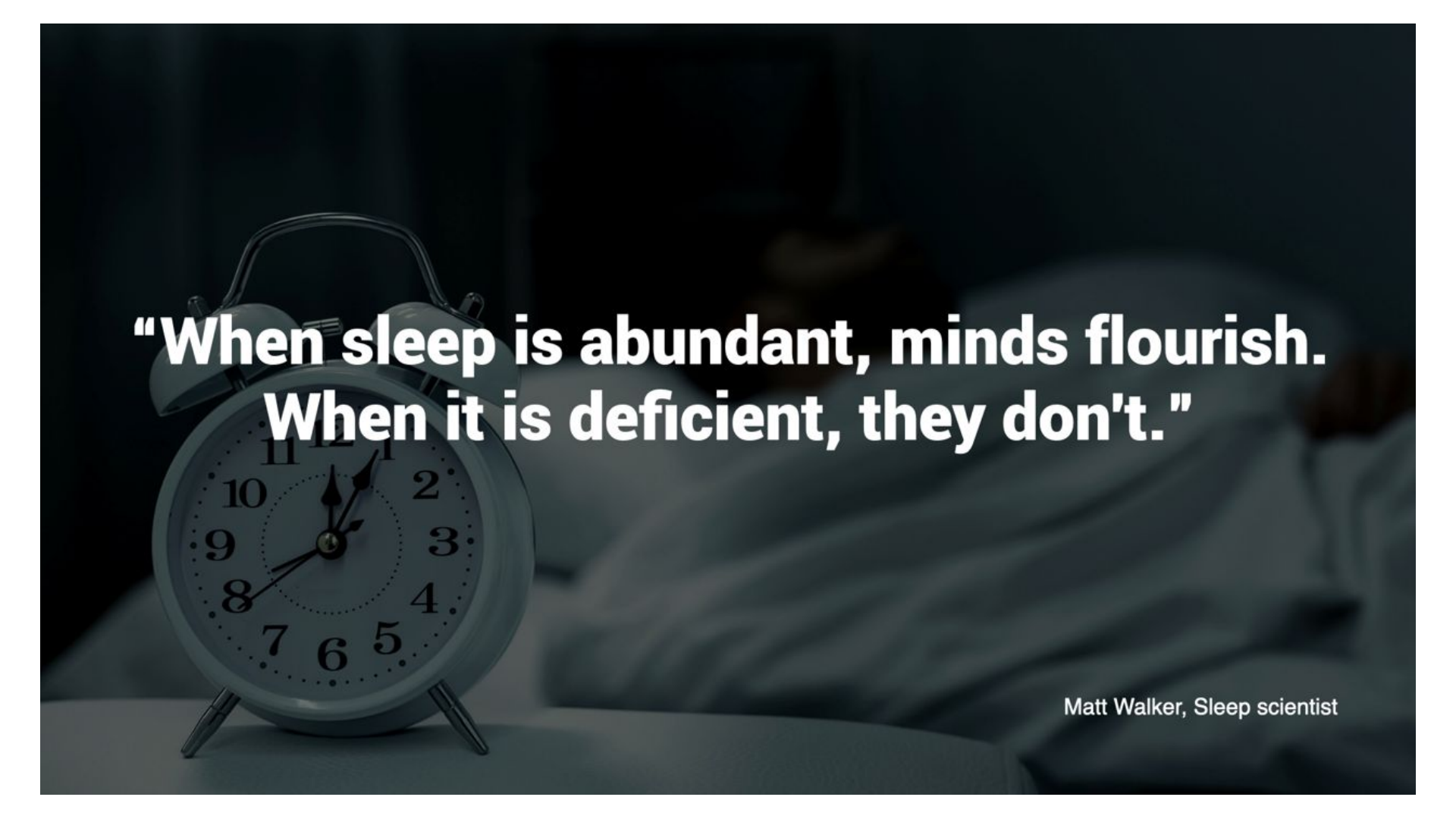


Turn off devices earlier

Create a good bedtime routine

Set a bedtime & wake up time

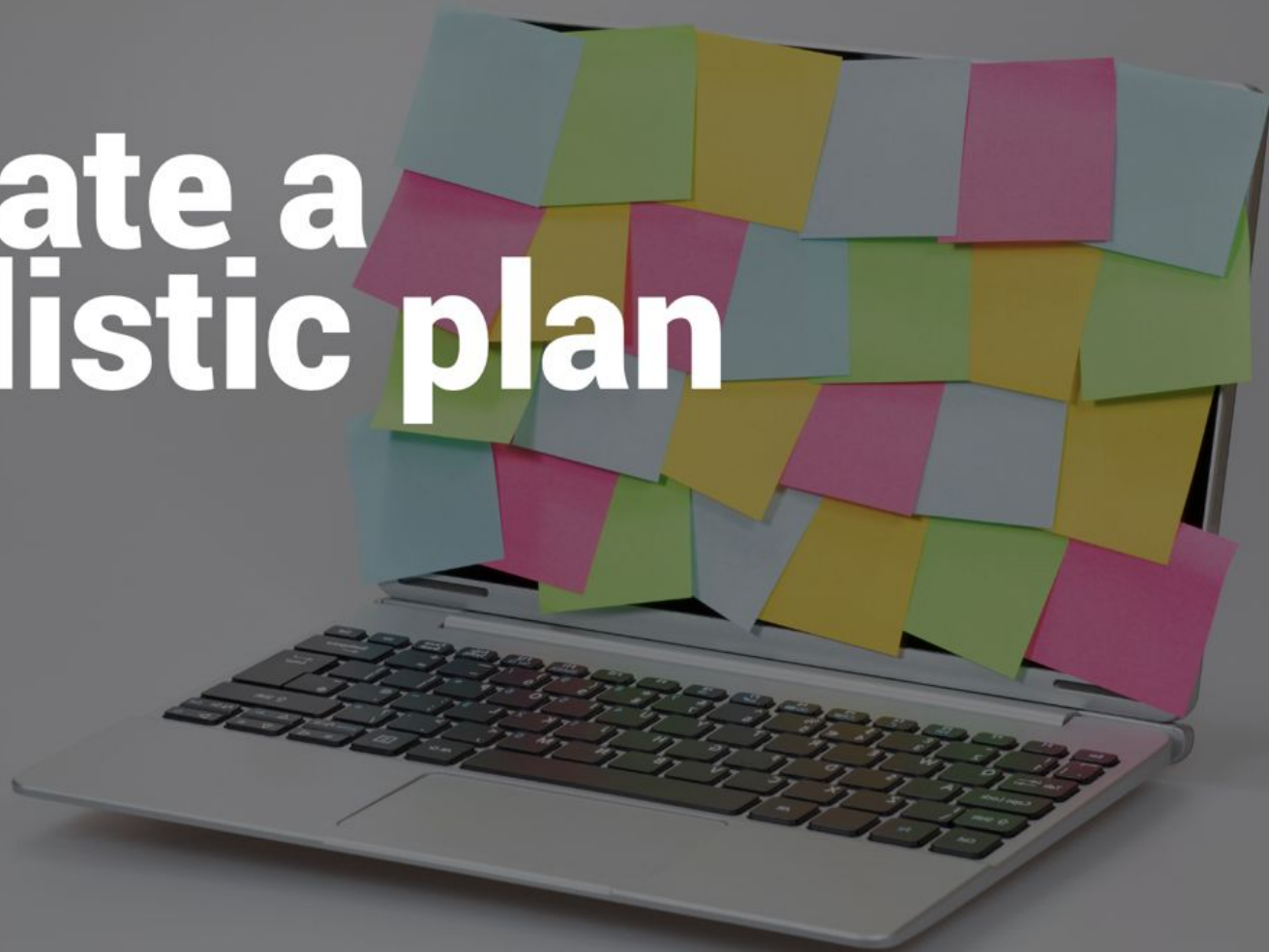


A vintage-style alarm clock with a black frame and white face is positioned on a dark surface, likely a bedside table. The clock's hands indicate a time around 10:10. In the background, a bed with white linens is visible, creating a bedroom setting. The overall image has a dark, moody aesthetic with a blue-grey color palette.

**“When sleep is abundant, minds flourish.
When it is deficient, they don’t.”**

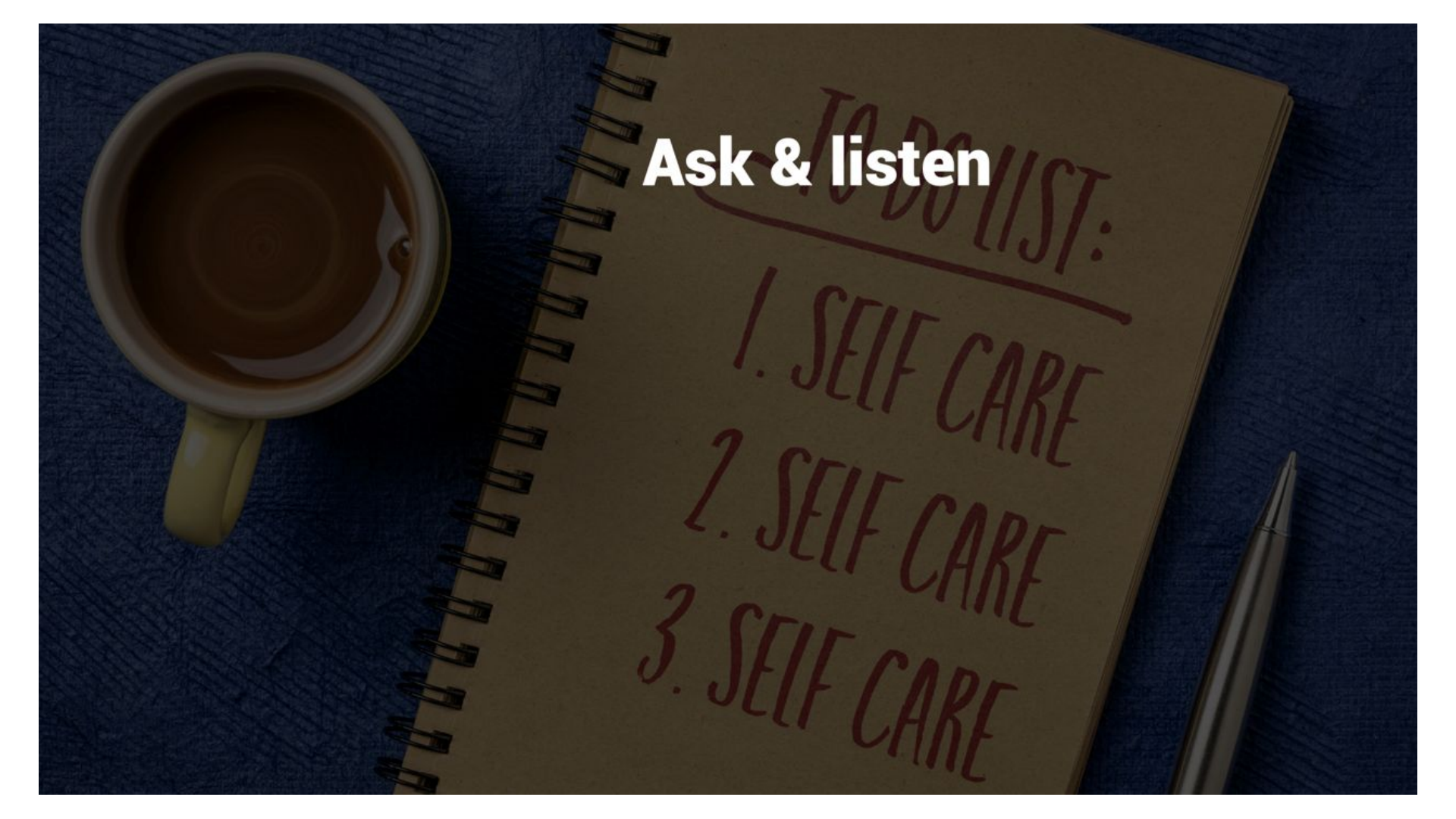
Matt Walker, Sleep scientist

**Create a
realistic plan**



Mental Health

- TO DO LIST:
1. SELF CARE
 2. SELF CARE
 3. SELF CARE

A top-down view of a workspace. On the left is a white ceramic mug filled with brown coffee. To its right is a spiral-bound notebook with a brown cover. The notebook's page is open, showing a handwritten 'TO DO LIST:' in dark ink, underlined. Below the title are three identical entries: '1. SELF CARE', '2. SELF CARE', and '3. SELF CARE'. A silver pen lies horizontally to the right of the notebook. The entire scene is set against a dark blue, textured background.

Ask & listen

- TO DO LIST:
1. SELF CARE
 2. SELF CARE
 3. SELF CARE

A top-down view of a workspace. On the left is a white ceramic mug filled with brown coffee. To its right is a spiral-bound notebook with a brown cover. The notebook's pages are open, showing handwritten text in dark ink. The text includes a 'TO DO LIST' at the top, followed by three entries, each starting with '1. SELF CARE'. A silver pen lies on the right side of the notebook. The entire scene is set against a dark blue, textured background.

Ask & listen

**Encourage healthy
coping strategies**

A top-down view of a workspace. On the left is a white ceramic mug filled with dark coffee. To its right is a spiral-bound notebook with a brown cover. The notebook's pages are open, showing handwritten text in dark ink. The text includes a 'TO DO LIST:' followed by three items, each starting with '1. SELF CARE'. A black pen lies horizontally on the right side of the notebook. The entire scene is set against a dark blue, textured background.

Ask & listen

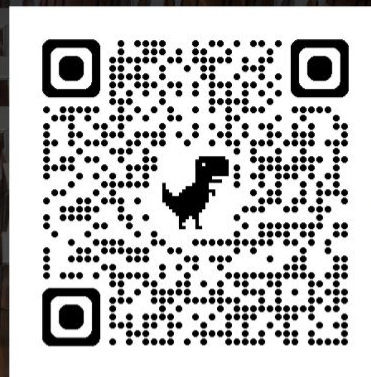
**Encourage healthy
coping strategies**

Fresh air & daylight



Manage EXPECTATIONS

**Link to more helpful
tips & ideas**



**Join our WhatsApp
channel**



Phase-hitchin.org

**For more help, support
& ideas follow
@phasehitchin**



Kieran Murphy

Director

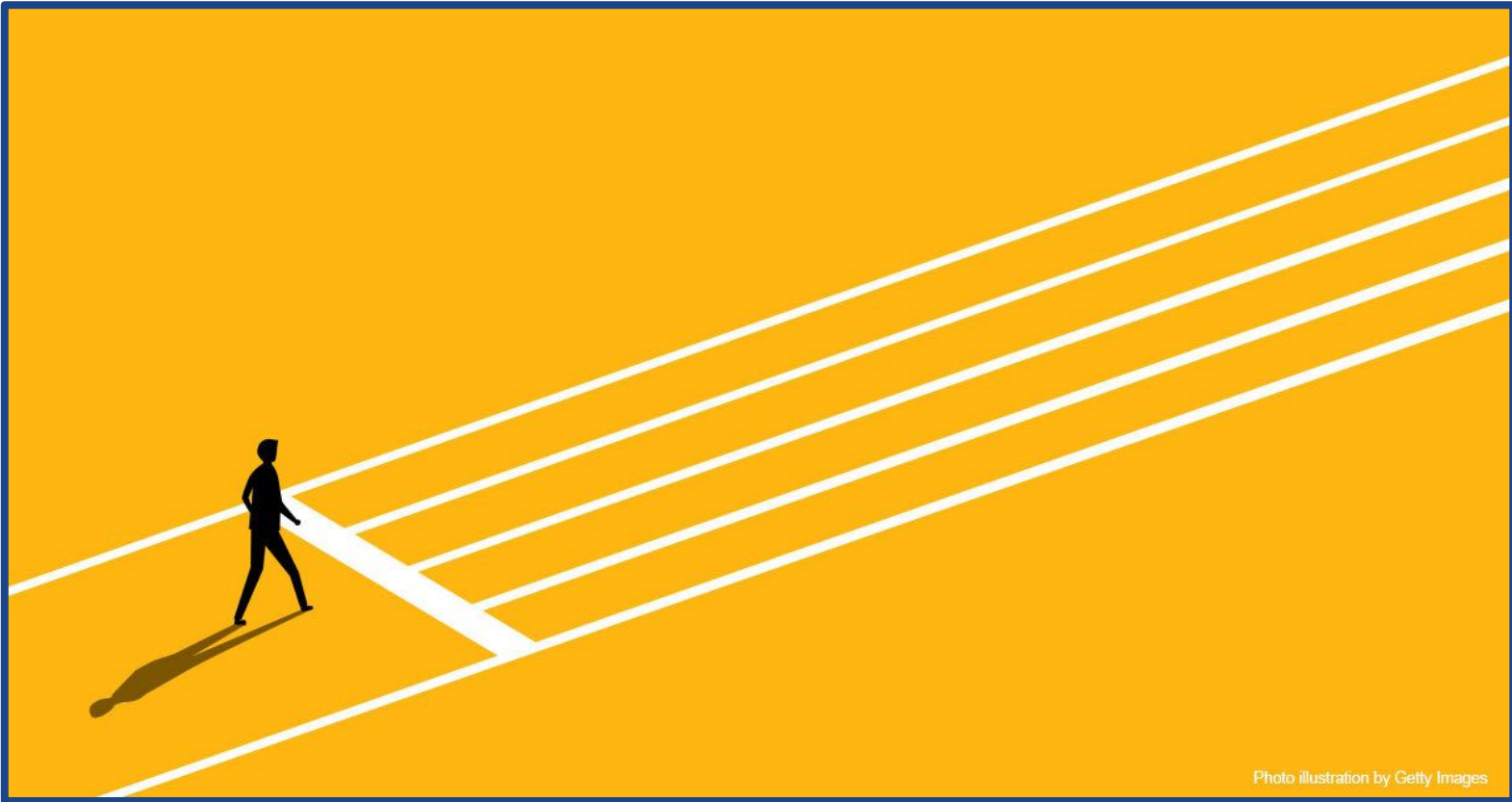


Photo illustration by Getty Images



Steps to Success - Thriving at GCSE



Making the right start to the year ahead:

- Share copies of timetable
- Have a designated work space at home that is not tidied away
- Establish a revision timetable that starts now!
- Know what revision strategies work for you - do not simply do what you have always done
- Include other activities, hobbies, exercise in weekly timetable and fiercely protect them!
- It's all about balance
- Little and often is our mantra
- Everyone is here to support
- Communication is key!



→ Steps to Success Workshops:

- Friday 18th September
- Mr Steve Beckles-Ebusua
- 1 hour workshop



The Speaker With The Orange Tie



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 October!

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.

What should it look like?

[illegible][illegible]

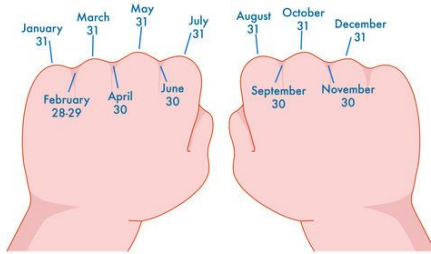
Time	Saturday 23 rd of April	Sunday 24 th of April	Monday 25 th of April	Tuesday 26 th of April	Wednesday 27 th of April	Thursday 28 th of April	Friday 29 th of April
8:00			Back to school				
9:00							
10:00		Drama					
11:00	Macbeth	Science					
12:00							
1:00							
2:00							
3:00							
4:00	Unseen poetry	Unseen poetry					
5:00				Music	Science		
6:00							
7:00	Music	Language – paper 1	Conflict poems		D&I	Science	Maths
8:00	Maths			Maths	Music		
9:00							

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
School 9.00 -15.00	School 9.00 -15.00	School 9.00 -15.00	School 9.00 -15.00	School 9.00 - 15.00	Homework 10.00 - 12.00	General Revision 10.00 - 11.30
Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	General Revision 13.00 - 14.00	Homework 12.00 - 13.30
Chemistry 17.00 - 17.40	English 17.00 - 17.40	History 17.00 - 17.40	Maths 17.00 - 17.40	English 17.00 - 17.40	General Revision 17.00 - 18.00	General Revision 16.30 - 17.30
Dinner Maths 18.40 - 19.20	Dinner French 18.40 - 19.20	Dinner Biology 18.40 - 19.20	Dinner Physics 18.40 - 19.20	Dinner Geography 18.40 - 19.20	Dinner	Dinner



Mnemonics:

Knuckle Trick



TREATING A SPRAIN

REST
ICE
COMPRESS
ELEVATE

shutterstock.com · 776489956

Encourage your child to create mnemonics for key details/facts/dates/quotes etc

MY
VERY
EDUCATED
MOTHER
JUST
SERVED
US
NOODLES

MERCURY
VENUS
EARTH
MARS
JUPITER
SATURN
URANUS
NEPTUNE

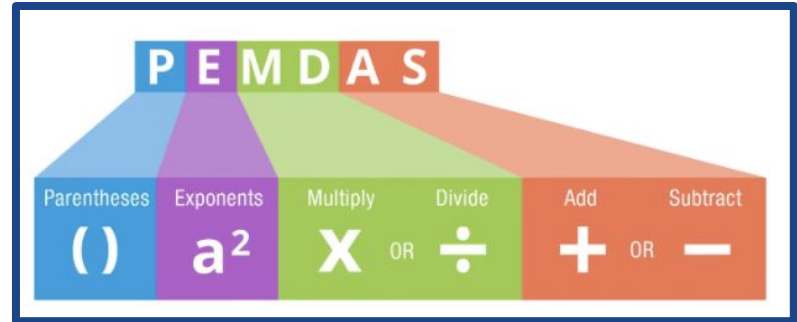
shutterstock.com · 776486959

HIS LAST SON PLAYS RUGBY CRICKET & FOOTBALL

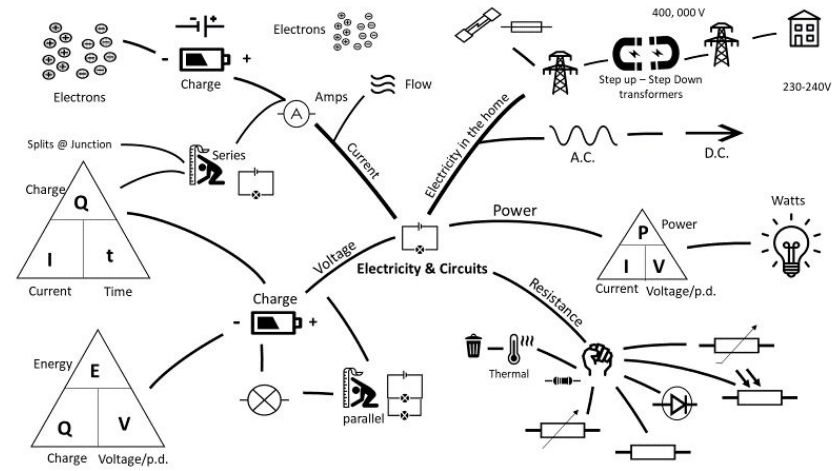
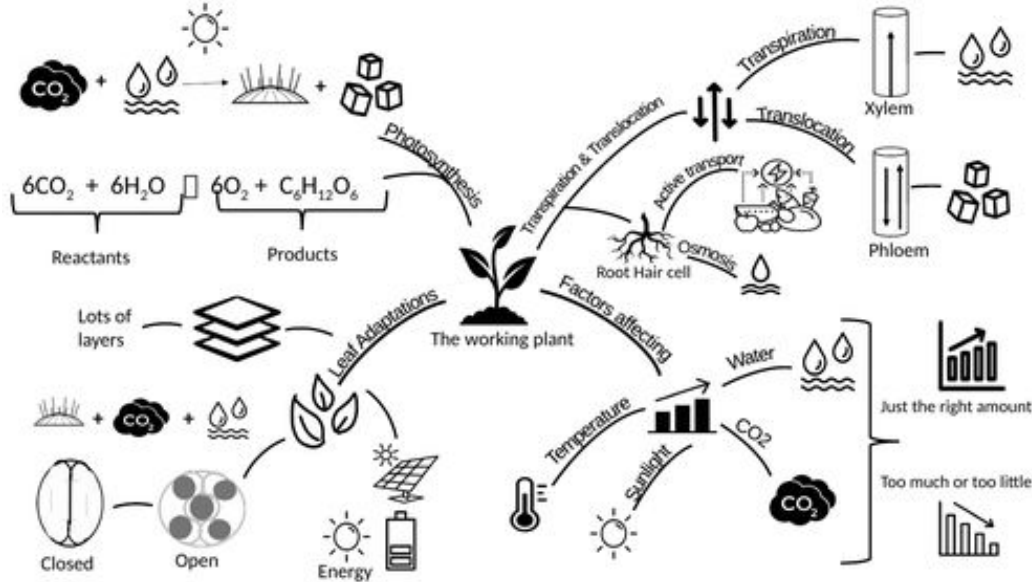
HIS (HYDROGEN) ←
LAST (LITHIUM) ←
SON (SODIUM) ←
PLAYS (POTASSIUM) ←
RUGBY (RUBIDIUM) ←
CRICKET (CAESIUM) & ←
FOOTBALL (FRANCIUM) ←

Periodic Table:
1 H Hydrogen 1.008
3 Li Lithium 6.941
11 Na Sodium 22.990
19 K Potassium 39.098
37 Rb Rubidium 85.468
55 Cs Cesium 132.905
87 Fr Francium 223.020

Vedantu
Learn LIVE Online



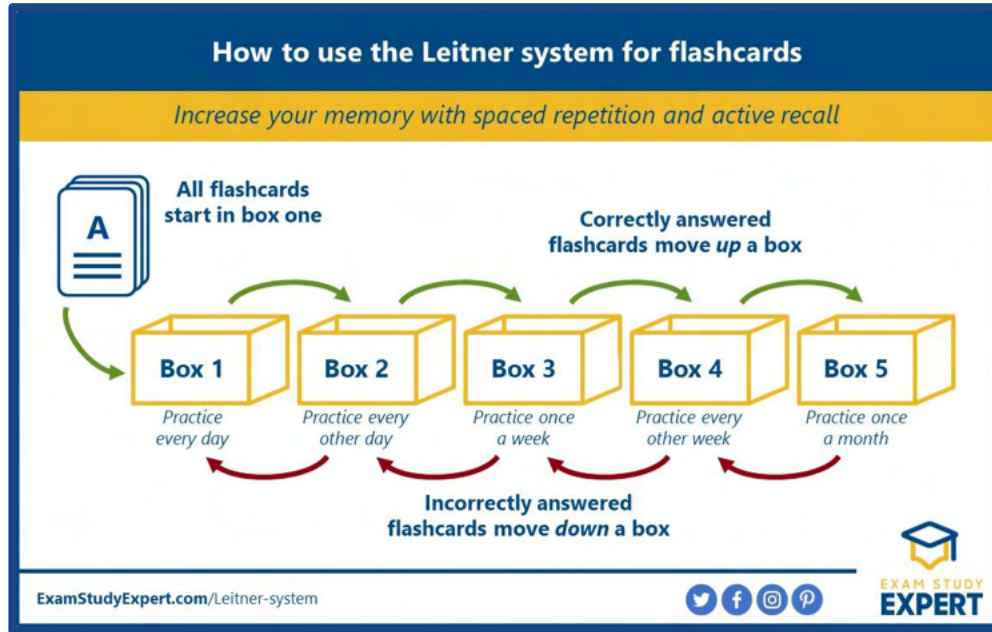
Dual coding - our brains will retain and be able to use knowledge better and quicker when we associate facts with images



Encourage your child to create a clear, concise dual coded mind map for each topic they will be examined on - have copies of them up around the home - our brains learn and remember the more that we see these images.



How to effectively use Flash Cards



Don't waste time making them look 'pretty'!



The Leitner system:

Create flash cards for a topic you need to remember - Question on the front - Answer on the back:

1. Put all of the flashcards you have made into Box 1
2. Test yourself on these flashcards - if you get the answer right put the card into Box 2 - if you get it wrong leave it in Box 1.
3. You keep moving the cards up the boxes if you get it right consistently and practise the number of times instructed underneath.
4. Incorrectly answered cards move back down again so that they can be revisited more often and help develop a strong super highway!

How can you best support your child with revision?

- 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.
- Let them ***teach*** you - ask them questions about it but do not fill in the gaps for them; 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 getting enough sleep!** This is essential as it is when we sleep that what we learn during the day embeds.

The learning pyramid



Absolutely key to everything is your child feeling that they have turned their

Pathways through the jungle $\longrightarrow$ into $\longrightarrow$ Super highways



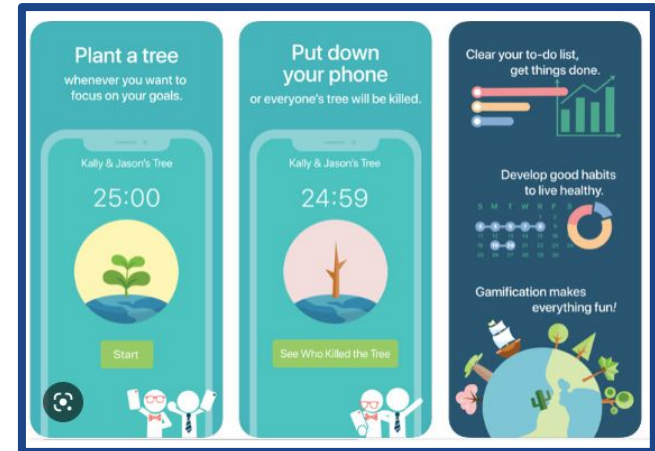
Initial neural pathway connection
= short term memory



Embedded neural super highway
connection = long term memory



- How do I support my child to do successful revision/exam preparation?
- ➔ Students should not be revising on their own in the bedrooms for hours on end!
- ➔ Students need a mixture of approaches and study buddies or groups can be highly effective.
- ➔ Do not get into battles about phones - find a good compromise and you may want to look at the Flora app to support them.



Should my child listen to music while they are 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%).



Benefits of Silence

Concentration



Creativity

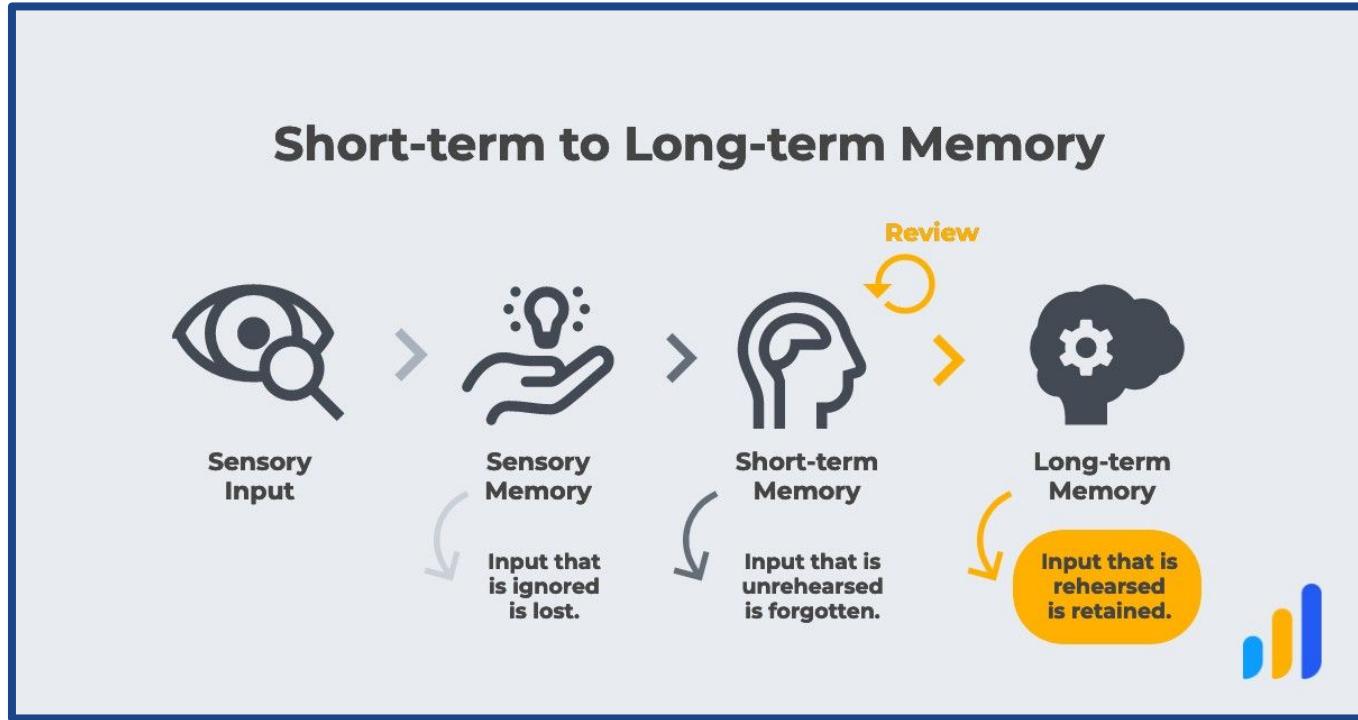


Awareness



WHISPERROOM INC.

The 4 Rs - recall, reinforce, repeat and rehearse:



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



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



Who will lead Thrive and Fly sessions?

Specialist English Intervention tutor: Miss Walker

Specialist Maths Intervention tutor: Mrs Bridge



Thrive and Fly Pull Out sessions

These sessions happen during a normal Maths or English either once per week or fortnight depending on the identified need.

Mrs Kirtland and/or Mrs Batchelor along with your child's teacher will identify those for whom we feel this is important support.

Attendance at sessions is required.

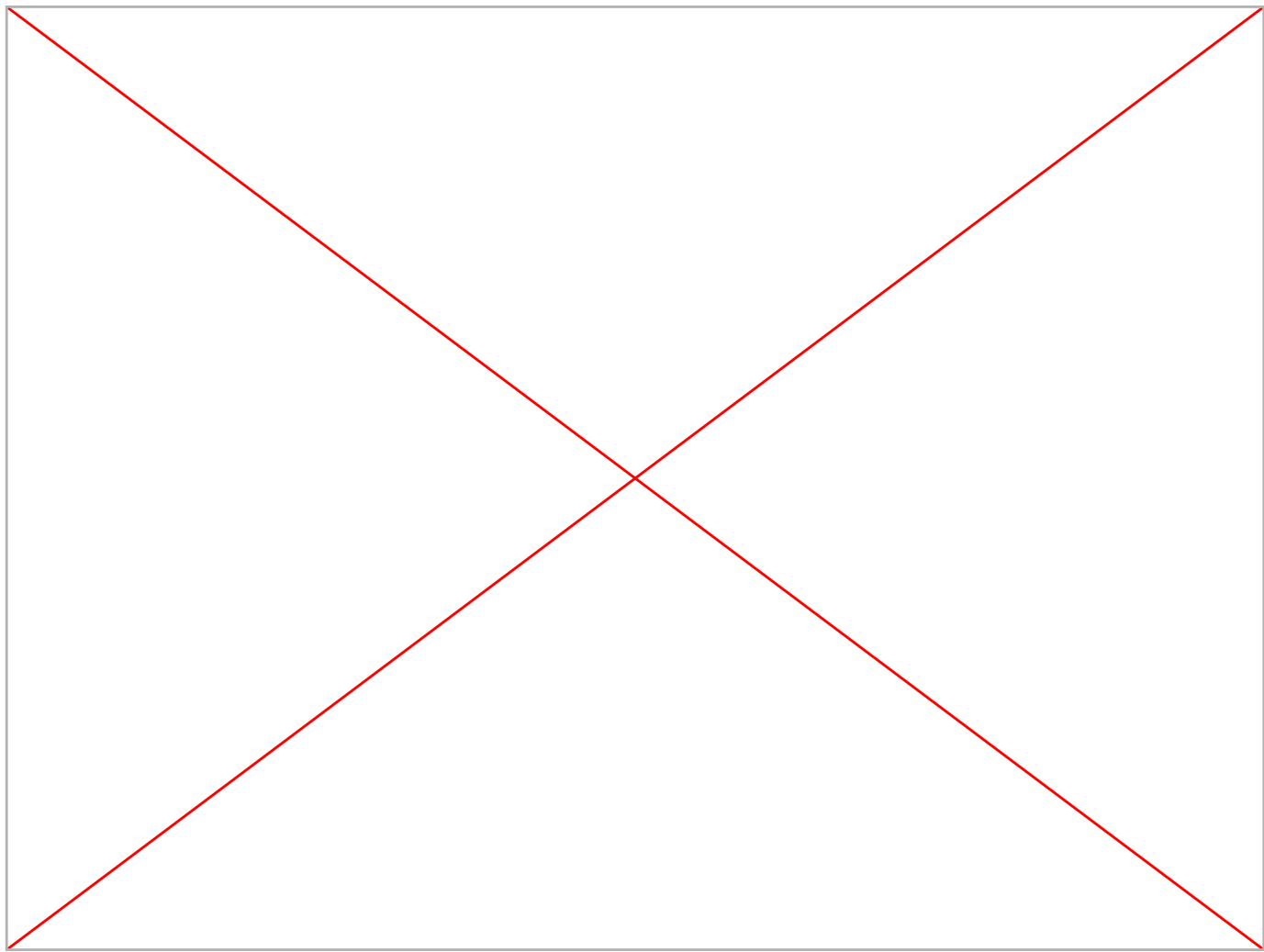
You will have received a letter already if applies to your child at this time.



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

— C.S. Lewis





Thank you

Year 11 Information Evening

