



Maximising Success in Y11

Information for Parents

Y11 Timeline 2018-19

Autumn Term

1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	
		Y11 Parents' Information				Y11 Tracker 1		Half Term 30/10-03/11		KS4 Core Trial Exams (En, Ma, Sc) 12/11-23/11				Y11 Tracker 2		Christmas Holidays 24/12-07/01

Spring Term

1	2	3	4	5	6		1	2	3	4	5	
		Y11 Parents' Evening				Half Term 18/02-22/02	KS4 Trial Exams (All subjects) 25/2-8/3			Y11 Tracker 3		Easter Holidays 01/04-12/04

Summer Term

1	2	3	4	5	6		1	2	3	4	5	6	7
				GCSE Summer Examinations		Half Term 27/05-31/05	GCSE Summer Examinations				SUMMER HOLIDAYS!		

Y11 Parents' Information Evening - Thursday 20th September 2018

Y11 Parents' Evening - Tuesday 22nd January 2019

Attitude to Learning – Key Stage 4

Learning Habits to Achieve

This table shows typical expected progression. However, it is merely a guide. A Y11 student may be working at L1 and a Y9 student at L5... there are always outliers. Students who are not yet meeting the most basic standard (Level 1) will be recorded as BL1 (Below Level 1)

Level 5	Level 4	Level 3	Level 2	Level 1
Y11	Y11 Y10	Y11 Y10 Y9	Y10 Y9	Y9

Level	In the classroom	Independent Learning
5	<ul style="list-style-type: none"> Always maintains concentration and engagement across sequences of lessons. Values all feedback and always uses it to improve future work. Knows what they need to do to develop as a learner and the actions they need to take to improve. Remains positive and determined even when work is very challenging. Demonstrates the skills to review their performance in formal assessments and trial exams and modifies how they plan and prepare in the future. Values the contributions and ideas of others in class and builds on them to move the discussion forward. A consistent role model in classrooms and around the school. Always on time for every lesson with all necessary equipment (pens, books, kit etc.). 	<ul style="list-style-type: none"> Demonstrates effective time management skills – meets all deadlines with all homework. All independent work is completed to a very high standard Seeks opportunities to improve their learning and understanding (e.g. through wider reading, attending extra revision sessions, completing or re-doing past papers etc.) Applies effective revision and learning strategies when preparing for assessments, tests and exams. Highly organised – they store exercise books, hand-outs and other resources carefully and have them ready for revision
4	<ul style="list-style-type: none"> Maintains concentration and engagement across sequences of lessons. Engages with feedback to deepen understanding of their own next steps in learning. Seeks further feedback when necessary to deepen understanding. Shows grit and determination to achieve success. Uses feedback from formal assessments to support revision. Challenges, develops and responds to what they hear in discussions in thoughtful and considerate ways. A good influence in the classroom, ignores distractions and is positive about the learning. Always on time for lessons with all necessary equipment (pens, books, kit etc.). 	<ul style="list-style-type: none"> Works hard to meet deadlines and is focussed on achieving a high standard. Periodically seeks opportunities to improve their learning and understanding (e.g. through wider reading, attending extra revision sessions, completing or re-doing past papers etc.) Demonstrates the skills required to plan and consolidate their learning and prepare for formal assessments. Plans for revision and knows how to effectively prepare for assessments, tests and exams. Well organised – they store exercise books, hand-outs and other resources carefully and have them ready for revision.

3	<ul style="list-style-type: none"> • Mostly maintains concentration and engagement across sequences of lessons. • Uses feedback to check what they have learned and monitor their own progress and next steps. • Can prioritise which areas of their work to address to improve. Understands their strengths as a learner and addresses their weaknesses. • Sets goals and works hard to achieve them. • Listens closely to discussions. Makes contributions that move discussions forward. • Is inquisitive and shows an enthusiasm for school and learning. • Always on time for lessons with all necessary equipment (pens, books, kit etc.). 	<ul style="list-style-type: none"> • Works to meet most deadlines and nearly always completes work to a high standard. • Plans revision with increasing independence. • Periodically (often before tests and assessments) seeks opportunities to improve their learning and understanding (e.g. through wider reading, attending extra revision sessions, completing or re-doing past papers etc.). • Mostly well organised – they store most exercise books, hand-outs and other resources carefully and have them ready for revision.
2	<ul style="list-style-type: none"> • Mostly maintains concentration and engagement throughout the lesson. • Is beginning to be pro-active in response to feedback (e.g. reads and uses feedback even when not formally directed by the teacher to do so). • Is beginning to independently understand the strengths and weaknesses they possess as a learner. • Is prepared to stick at more challenging tasks. Is not crushed by failure – increasingly sees that mistakes helps them to learn. • Listens and makes decent contributions to group and paired work and discussion. • Shows self-belief in their ability to learn and is positive about their learning and the learning of others. • Mostly on time for lessons, mostly with all necessary equipment (pens, books, kit etc.). 	<ul style="list-style-type: none"> • Is becoming a more effective time manager. After some reminders, work is now completed on time and mostly to a fair standard. • Completes directed extension and revision activities. • Is working to improve organisation – appreciates that good classwork notes are necessary for revision.
1	<ul style="list-style-type: none"> • Sustains motivation for prolonged periods in the lesson. • Uses feedback to improve work (e.g. completes DIRT activities in class). • With support uses feedback in all its forms (marking, verbal feedback and tracking) to develop an awareness of how they learn. • In some lessons will 'have a go' at activities they find difficult. • Makes specific, relevant contributions to group and paired work and discussion. • Can be inquisitive and can show an interest in learning. • Can be punctual and arrive with necessary equipment (pens, books, kit etc.). 	<ul style="list-style-type: none"> • Work is periodically completed on time and to a fair standard. • Mostly completes directed revision activities. • Understands a need to improve organisation.

Y11 Revision and Study Skills

Support for Parents and Carers

There are a huge amount of websites, social media gurus, books and other ideas that can help with revision and preparation for success.

Lucy Parsons



Life More Extraordinary
with LUCY PARSONS

A prolific tweeter (@LucyCParsons) who shares fantastic articles on great revision, time management, dealing with stress, building study habits and more. Following her is great first step to accessing other ideas and resources. She also tweets about the best ways that parents/carers can support their children.

Great Twitter Accounts and # (an extract from Lucy Parsons' Life More Extraordinary)

English #spelling #punctuation #grammar #SPaG #GCSE #Alevel #lit #litchat #langchat #vocab #vocabulary

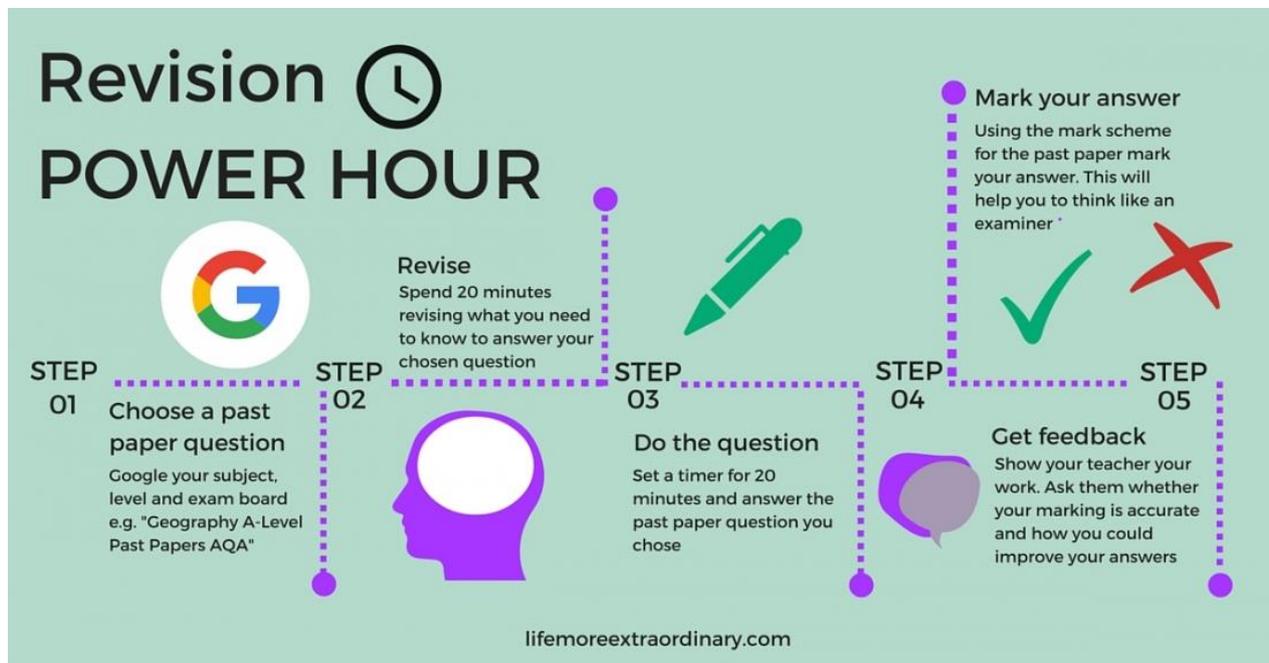
Accounts: @MrBruffEnglish @MrsSPaG @mini_lectures

Maths #mathschat #mathchaat #math #maths

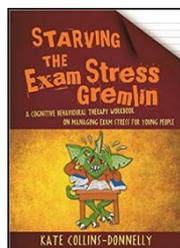
Accounts: @CorbettMaths @UndergroundMath

Geography Accounts: @CLFSGeog @RobGeog @StlvoGeography

Revision Power Hour



Kate Collins-Donnelly



There are also some great books available to help with study habits and stress. This summer I read a fabulous book called 'Starving the Exam Stress Gremlin' by Kate Collins-Donnelly. We are going to get some copies for the school library and will share tips with students. The book not only unpicks what stress is and where it comes from, it also provides really tangible steps for minimising stress and tackling exam preparation.

A2L



Our new High Storrs Attitude to Learning grades will help too. And will help to articulate what really good Y11 learning behaviours look like. A student operating at level 5 consistently is doing what they need to do to attain great grades.

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Y11 Information Evening

Maths

Exam Board: Edexcel

GCSE Dates: **Paper 1** 21 May 2019 am, **Paper 2** 6 June 2019 am, **Paper 3** 11 June 2019am

Top 3 Tips for Revising Maths:

1. Use Maths Watch website (videos and marked questions) <https://vle.mathswatch.co.uk/vle/>
Login: jbloggs2@highstorrs Password: highstorrs
2. Stick revision and formulas around the house – on the fridge, next to the toilet, on your desk
3. Teach a family member – if you can explain the work to someone else then you must understand it!

Contact:(Head of Maths)

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English

Exam Board: AQA

GCSE Dates:

Lit Paper 1 (Macbeth AND Christmas Carol) 15 May 2019 pm

Lit Paper 2 (Modern text: DNA/Inspector Calls/Lord of the Flies AND Poetry) 23 May 2019 am

Lang Paper 1 (Reading Literary Fiction AND Writing to Describe/Narrate) 4 June 2019 am

Lang Paper 2 (Reading Non-Fiction AND Opinion Writing) 7 June 2019 am

Top 3 Tips for Revising English:

1. Read! Read! Read! To help with Lang Paper 2, aim to read at least 2 broad sheet articles a week (begin with selecting the ones that interest you e.g. sport or music, then broaden your horizon. These can be found on the internet AND to help with Language Paper 1 read novels (or even extracts) or short stories.
2. Begin your revision early - in Y11 all students will get 1 focused revision homework and 1 writing practice homework. Learn your quotes in the Autumn term, then focus on exams skills and past questions – don't leave learning Literature quotes until nearer the exam.
3. Make sure you know the format of each question, timings and how to tackle each question – they are all different to each other.

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Science

Exam Board: AQA

GCSE Dates:

Biology GCSE and Biology for Combined Science GCSE

Paper 1 14 May 2019

Paper 2 7 June 2019

Chemistry GCSE and Chemistry for Combined Science GCSE

Paper 1 16 May 2019

Paper 2 12 June 2019

Physics GCSE and Physics for Combined Science GCSE

Paper 1 22 May 2019

Paper 2 14 June 2019

Top 3 Tips for Revising Science:

1. Start early – make braintrees of the content and put them around the house where you will see them
2. Check that you can reproduce these from memory – especially equations
3. This is a really good website so you can review the content www.freesciencelessons.co.uk

Contact: (Head of Science) j.hogan@highstorrs.sheffield.sch.uk