



**PADGATE
ACADEMY**

**Year 11
Information Evening**

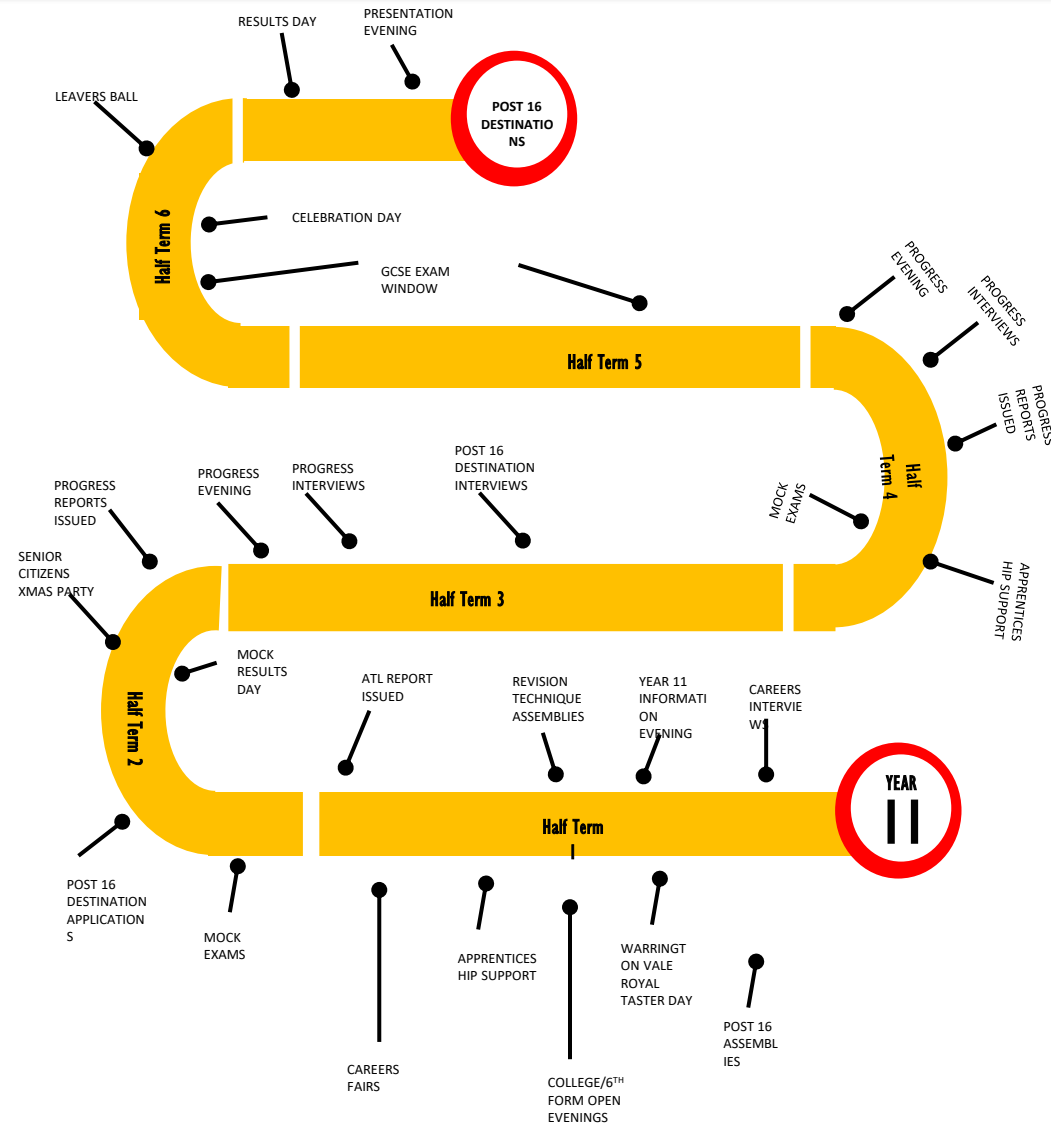
Wednesday 21st September



Aims of this session:

- **Year 11 Road Map:** What does the year ahead look like for Year 11?
- **Exam Preparation:** How will we prepare students for their exams? What is the most effective way for students to prepare for their exams? How can parents/carers help at home?
- **Student wellbeing:** How will we support students during the exam period? What can students do? What can parents/carers do?
- **Post 16 Destinations:** How will we ensure all students are equipped with the information, skills and ambition to make informed choices about the next stage of their education, employment or training?

Year 11 Road Map





Importance of Mock Exams





Mock Exams

There are two exam windows in Year 11:

Monday 9th November - Friday 17th November

Monday 7th February - Friday 4th March



Why are these exams important?

Teachers will have a better understanding of what students know and what they don't know. This evidence will then be used to plan future lessons and future interventions.

Mock exams will be used for college applications

Mock exams will be used to make decisions on tier of entry



Mock Exams will decide Tiering

- Maths, Science & MFL are tiered
- Foundation (1-5) and Higher (4-9)
- Students must be entered for the correct tier
- The tier that students will be entered for will be dependent on the results from both mock exams

“We recommend that students who are predicted to achieve a grade 4-4 or 5-4 in Combined Science, or a 4 in MFL, should be entered for the foundation tier.” Ofqual



Mock exam timetable – week 1

	Day	AM (9.00am Fri 10.00am)	PM (1.05pm)
WEEK B	Monday 7 th November	Maths Paper 1 (F/H) Non- Calculator 1hr 30 mins 82 students	Biology (F/H) 1hr 15 mins 72 students Triple Science Biology 1hr 45 9 students
	Tuesday 8 th November	English Language 1hr 45 mins 82 students	History Paper 1 - Medicine 1hr 15 mins 23 students
	Wednesday 9 th November	Geography Paper 1 1hr 30 mins 46 Students	Spanish Listening and Reading Foundation: 35 / 45mins each 30 students
	Thursday 10 th November	Chemistry (F/H) 1hr 30 mins 72 students Triple Science Chemistry 1hr 45 mins 9 Students	RS Paper 2- Christianity 1 hr 69 students
	Friday 11 th November	Maths Paper 2 Calculator (F/H) 1hr 30 mins 82 students	History Paper 3 - Weimar 1hr 20 23 students



Mock Exam Timetable Week 2

WEEK A	Monday 14 th November	English Literature- Macbeth / DNA 1hr 45 82 students	Computer Science P1 1hr 30 18 students
	Tuesday 15 th November	Physics (F/H) 1hr 30 mins 69 students Triple Science Physics 1hr 45 9 students	History Paper 2 - American West 1hr 45 23 students
	Wednesday 16 th November	Maths Paper 3 Calculator (F/H) 1hr 30 mins 82 students	Spanish Writing Foundation: 1hr Higher 1hr 20 30 Students
	Thursday 17 th November	Design 2 hrs 18 students	Computer Science P2 1hr 30 18 students Travel & Tourism 1hr 6 students
	Friday 8 th November		

Spanish Speaking tests Wednesday 2nd (AM) Thursday 3rd and Friday 4th November.

3 hour Art exam to take place in lesson time. No exam for H&C, Drama, Sport





Student Guidance

Year 11 Guidance

Subject	Papers	Revision materials/websites	Intervention sessions	
			Lunch	After-school
English	English Language Paper 1	<ul style="list-style-type: none"> - Revision video links on the Year 11 English team - Mr Salles and Mr Bruff videos - Oak Academy Lesson links on Teams - Educake/ Seneca quizzes - Practice writing narratives and descriptions (Read examples of descriptive and narrative writing online) 		Every Wednesday after school
	English Literature Macbeth DNA	<p>Macbeth:</p> <ul style="list-style-type: none"> - Re-read each extract and your notes (Knowledge) - Ensure each activity page is completed in your workbook (Re-read the answers you've already done) - Watch the Mr Bruff and Mr Salles videos (Word document, with links, is on teams) <p>DNA:</p> <ul style="list-style-type: none"> - Re-read the text and your annotations - Re-read any sheet you've been given and revise your books from Y10. - Set yourself practice essays - Create character revision profiles - Create concept revision pages 		
Maths	Paper 1 – Non-Calculator Paper 2 – Calculator Paper 3 - Calculator	<ul style="list-style-type: none"> - Mathswatch contains all your homework leading up to the mocks, each week you have a specific homework (as always you can watch the videos to help you). Each hwk is specifically tailored towards the topics you need for the mocks - CGP revision guides are also incredibly helpful, these books will be available in form rooms during AR - Use in-class papers we do each week wisely – focus on areas you struggle with and use your class teacher's support 		After school Fridays B3 (Foundation) and B2 (Higher)



Year 11 Intervention Timetable

Intervention		Monday	Tuesday	Wednesday	Thursday	Friday
A	Lunch	Computer Science Mr Lewis Music Mr Ainsworth	Religious Studies Mrs McVeigh N12 Music Mr Ainsworth	History Mr Kirkup Library Drama Mr Johnson Studio	Music Mr Ainsworth	BTEC Sport Mr Kelly Music Mr Ainsworth
	After school	Science Mr Crompton D1		English N3 Design Mr Dean Travel and Tourism Mr Schreiber N14	Geography Mr Pollard N15	Maths (F) B3 Maths (H) Miss Balmer B2
B	Lunch	Computer Science Mr Lewis Music Mr Ainsworth	Music Mr Ainsworth	History Mr Kirkup Library Drama Mr Johnson Studio	Music Mr Ainsworth	BTEC Sport Mr Kelly Religious Studies Miss Pritchard N11 Music Mr Ainsworth
	After school	Science Mr Crompton D1	Art Mrs Mitchell H3	English N3 Design Mr Dean Travel and Tourism Mr Schreiber N14	Geography Mr Pollard N15	Maths (F) B3 Maths (H) Miss Balmer B2



Student Tracking Reports and Events

Attitude to Learning Reports: week commencing 10th October

Mock Results Day: week commencing 12th December 2022

Progress Report 1: week commencing 12th December 2022

Progress Evening 1: week commencing 02nd January 2023

Progress Report 2: week commencing 27th March 2023

Progress Evening 2: week commencing 27th March 2023





Support and Intervention Mock Exams

Careful Analysis of results to support students with their gaps in learning.

Quality first teaching in lessons

Intervention in English, Maths and Science during registration (some)

Support during registration with revision skills

Lunch time and afterschool intervention sessions

Saturday Study Zone

Small group intervention sessions (some)



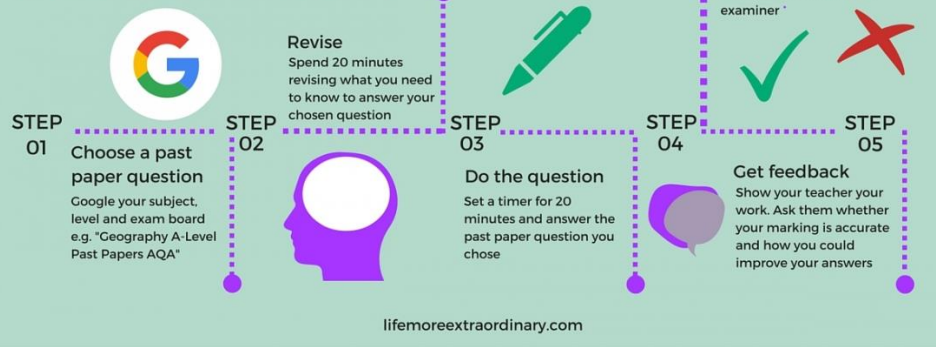


Preparing For Exams

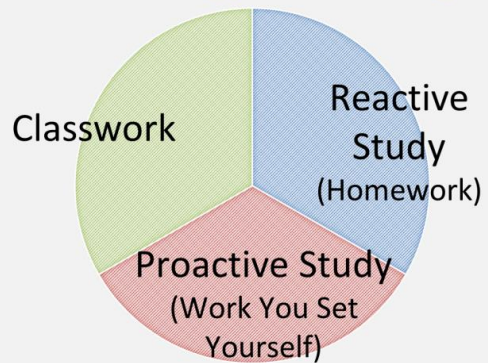




Revision ⌚ POWER HOUR



Three Types of Study



To be successful we must do MORE than the minimum.

Making knowledge stick

How and why retrieval practice improves results



WHAT REVISION TECHNIQUES SHOULD STUDENTS AVOID?

Re-reading

Re-reading has been proven by countless studies to be an ineffective technique. This is because, in many cases, students end up just skim-reading the text, which means they fail to process or carefully consider the content; hence the information does not become embedded in their long-term memory.

Highlighting

Another ineffective revision technique which is often used is highlighting. Whilst highlighting itself is not a bad technique, the way in which students use it makes it ineffective. Students often excessively highlight pages in a way that is akin to colouring, rather than being selective and picking out the most important concepts and ideas that are essential for their exam. Highlighting is often carried out on autopilot, meaning that students do not consider the text and enhance their memory through making inferences or connections with previously learnt information.



WHAT REVISION TECHNIQUE SHOULD STUDENTS USE?

Retrieval practice

Retrieval practice, which requires students to generate an answer to a question, has been proven to be the most effective revision strategy, and thus a technique that students should be looking to employ. Retrieval practice can take many forms and may comprise of answering past papers, quizzes and multiple-choice tests.



Retrieval Practice





WHY IS RETRIEVAL PRACTICE EFFECTIVE?

Retrieval practice is such an effective revision technique because it requires students to recall previously learnt knowledge, which creates stronger memory traces and increases the likelihood that the information will be transferred to the long-term memory. However, students appear to be unaware of the effectiveness of this technique. Recent research demonstrated this: when students who used retrieval practice were questioned as to why they used it, many stated that it was because it allowed them to generate feedback or knowledge about the status of their learning, rather than because they had an understanding that the technique enhanced memory.



Other Revision Techniques

Spacing

Spacing, which is the opposite to cramming, involves students carrying out a little revision over a number of days rather than a lot all at once; it is effective because it gives students time to forget information and re-learn it, hence cementing the material in the long-term memory.



Other Revision Techniques

Interleaving

Interleaving is another successful revision technique that students can use. Interleaving is the process of mixing up revision, where students switch between subjects/topics rather than spending hours revising the same subject/topic. This is a good revision technique as it stops students from recalling information on autopilot.



Mind Maps

Mind maps can be a great way to revise for exams. They're a great way to express all of the information the student knows, and show what they don't know.

Mind maps can be a great way to identify connections between ideas. They don't need to be dull, students can use colours and images, which will help to aid memory.

Students can create mind maps electronically, free apps such as mindmeister, canva, mindmups are available.



Flash Cards

Flash cards allow students to practice summarising information and can help them identify any gaps in their learning. They can use them in a variety of different ways:

Condense notes about a specific topic on to a card

Write a term on one side and a definition the other

Write a question on one side and answer on the other

Students can include colours and images to improve their memory, they are a good way for you to help your son/daughter to revise.

There are some good apps like Study Blue that can be used to create flashcards



Study Groups

Explaining topics to other people can often aid your own memory and understanding, revising as a group can also give students an opportunity to quiz and test each other and share example answers



Practice Questions

Working through past papers and practice papers is a great way to test knowledge.

Students should:

Practise planning the framework for their answers.

Use lists to compare points for and against a statement.

Try writing plans and full answers to past exam questions with and without revision notes.



Record Notes

Some students learn better by listening to things, they can use their phone to record themselves reading out short parts of their notes.

They can listen back to their recordings at any time, making it easy to find more short revision slots.



Post-it notes

Post-it notes allow students to summarise information and are a great way to remember key details.

Use colours to identify themes and stick them around the house - but move them regularly so not to get used to having them in a specific place.



Reflecting

Read essays and other assignments to get in the right frame of mind. Reflect on feedback, both the positive points and those need to improve. Repeat the former; try to change the latter.



Attendance & Punctuality





Why it's important for children to attend school

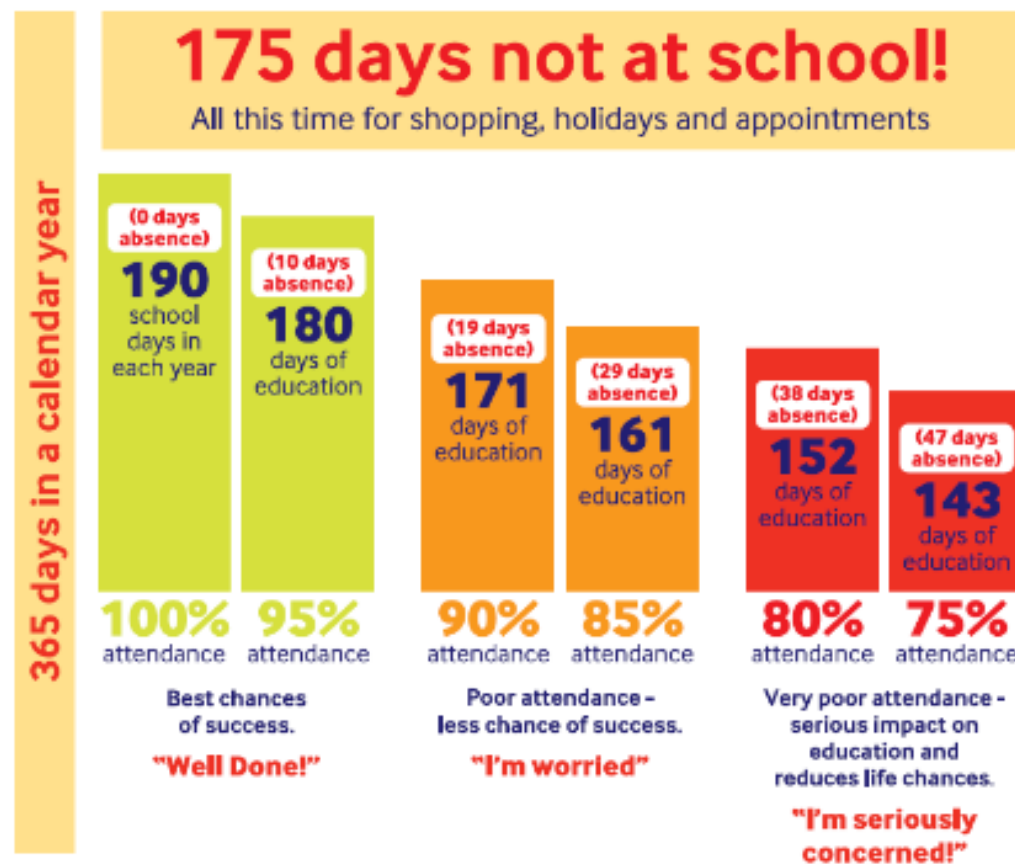
- attendance has a direct link to attainment. If a child is not in school regularly they are not fully accessing the curriculum and learning opportunities available to them
- achieving at school builds a child's self-esteem, as well as enhancing their future prospects
- attending school and being part of the school's community gives a child a sense of belonging and promotes their social development

Although an exam mark of 90% is very good, when looking at school attendance 90% equates to half a day absence per week. This in turn equates to 4 weeks absence in an academic year. If a child persistently had 90% attendance over the course of their education they would have been absent for a whole year of their education.



Good attendance means..

being in school at least 95% of the time or 180 to 190 days





Punctuality

LATE ARRIVAL AT SCHOOL



When your child arrives late at school, he/ she misses the teacher's instructions and the induction to the lesson. Your child may also feel embarrassed at having to enter the classroom late.

Minutes late per day during the school year	Equals days worth of teaching lost in a year
5 Minutes	3.4 Days
10 Minutes	6.9 Days
15 Minutes	10.3 Days
20 Minutes	13.8 Days
30 Minutes	20.7 Days

Frequent lateness can add up to a considerable amount of learning lost, and can seriously disadvantage your child.



Supporting students through the exams





Success starts with your well-being

- Communicating with others if you are struggling – you are not alone.
- Being organised – give yourself the opportunity to identify your weaker areas
- Quiet space to work, revision materials and exam practice questions
- Stay Positive
- Providing opportunities for 'down time'
- Exercise and sports
- Investing in family & friends



Embracing Opportunities

- You have the opportunity to visit college open days
- Best source of learning is in the lessons, with your fantastic teachers
- Additional Intervention (Form time and after-school)
- Saturday Study Zone
- Make use of online materials
- Enrichment activities (DofE, clubs and societies, sports, music, volunteering etc.)



Where to access support

[Email reachout@padgateacademy.co.uk](mailto:reachout@padgateacademy.co.uk)

<https://img1.wsimg.com/blobby/go/6c268919-0e31-4c8f-9be2-36b0893981ce/downloads/SEMH%20Resources%20-%20Websites.pdf?ver=1663686378139>

Keep Kids Safe

Year 11 Pastoral Teams

Meet the Keep Kids Safe Team

 Mr. D Vickery Assistant Principal Designated Safeguarding Lead	 Miss K Jones Designated Safeguarding Lead Mental Health & Wellbeing Lead	 Mrs Bretherton SENCo Deputy Designated Safeguarding Lead	
 Miss Parkinson Pastoral Leader Y6/7	 Mrs. Mills Pastoral Leader Y8/9	 Mr. Taylor Pastoral Leader Y10/11	 Mrs. McKittrick Inclusion Manager And Family Support Liaison Lead
 Mrs. Smith Lead Practitioner, Designated Provision	 Mrs. Houghton Teaching Assistant	 Mrs Hawley Senior Lead for Student Intervention	 Miss Cooke Attendance Manager



**WE CAN NOT GUARANTEE
SUCCESS, BUT WE CAN
STRIVE
TO DESERVE IT**

- GEORGE WASHINGTON -

IN **STRIVE**



How can I help my child to revise?

Show an interest but try not to nag! Their way of learning things may not be the same as yours, but it doesn't matter as long as they learn.

Revision is best if it is active. Remind your child to do more than just read notes or watch revision videos. The evidence is that revision works best when students summon information from their memory.

Offer to be a revision buddy and ask them questions. If they work with friends, ask how they are revising together to check it's active learning.

Get them to teach you the topic – if you can learn, they really know it!

The important thing in the exam is what they can show they know. Encourage them to write examination answers and get them to check their marks with the mark scheme.

If your child is using a reader or a scribe, offer to read or scribe for them.



How can I help once exams have started?

Pick your battles! Encourage your child to eat well, sleep, take some exercise and revise. All other nagging can wait.

Know the exam timetable and what time your child has to be in school. Make sure they are there on time and with the equipment they need.

Encourage your child to keep to their school day routine. Evidence suggests students have a body clock which wants to wake up later and go to bed later than adults do, but they need to be ready to work at exam start time.

Revision has to work round the exams they are taking. Count each exam as a work session and encourage them to continue to work two out of three sessions a day. If they have two exams in one day and an exam the next day, encourage them to remind themselves of what is in the next day's exam in the evening.



Post 16 pathways





BE EXCITED





Post 16 Pathways: The Law

All young people are required to continue in education or training until at least their 18th birthday.

Full-time study in a school, college or with a training provider

Full-time work or volunteering (20 hours or more) combined with part-time education or training leading to relevant regulated qualifications

An Apprenticeship, traineeship or supported internship



Careers Education: Qualification Levels

A-LEVELS

 **Apprenticeships**



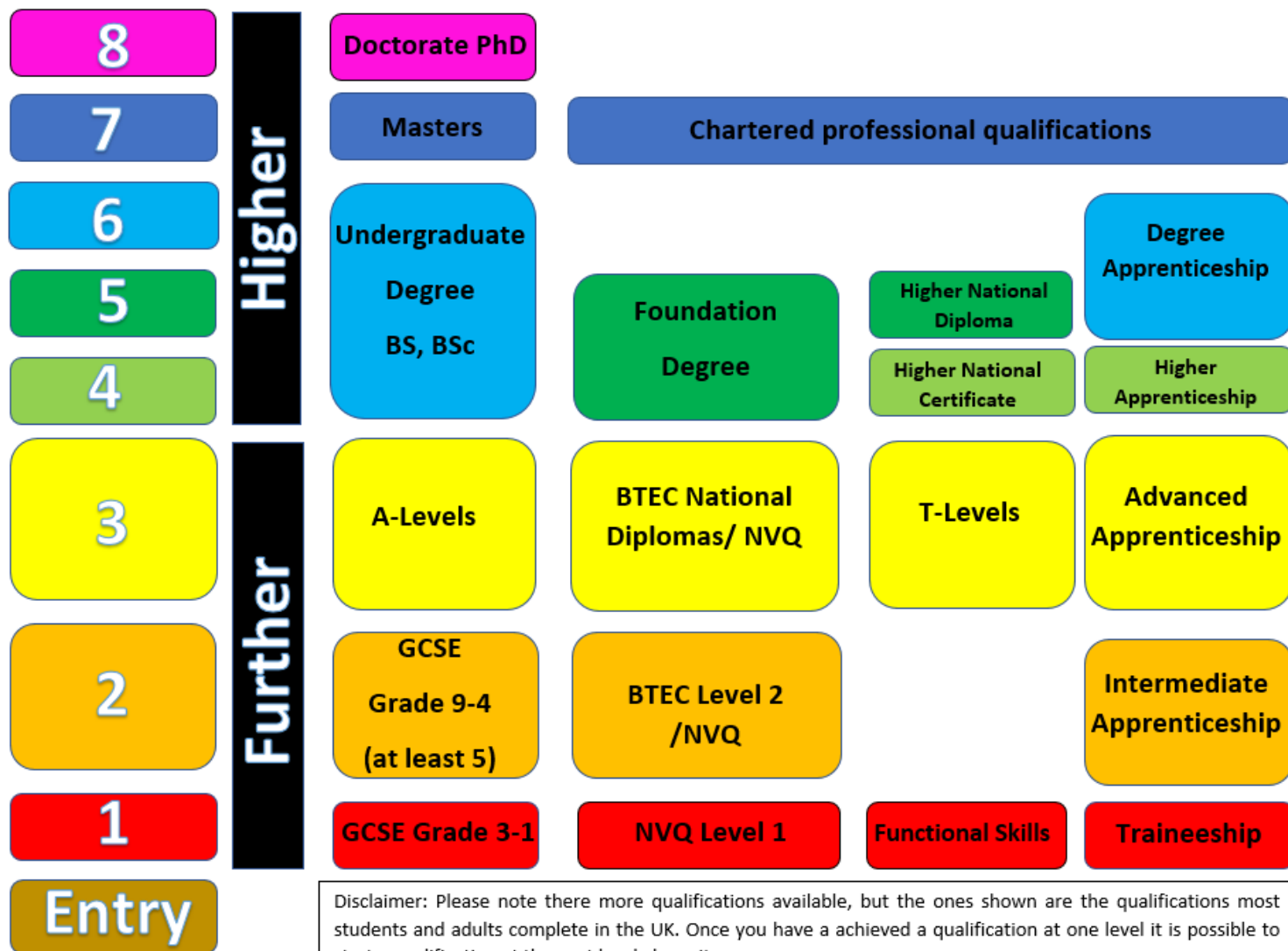
 **BTEC**

T-LEVELS
THE NEXT LEVEL QUALIFICATION





Qualification Levels

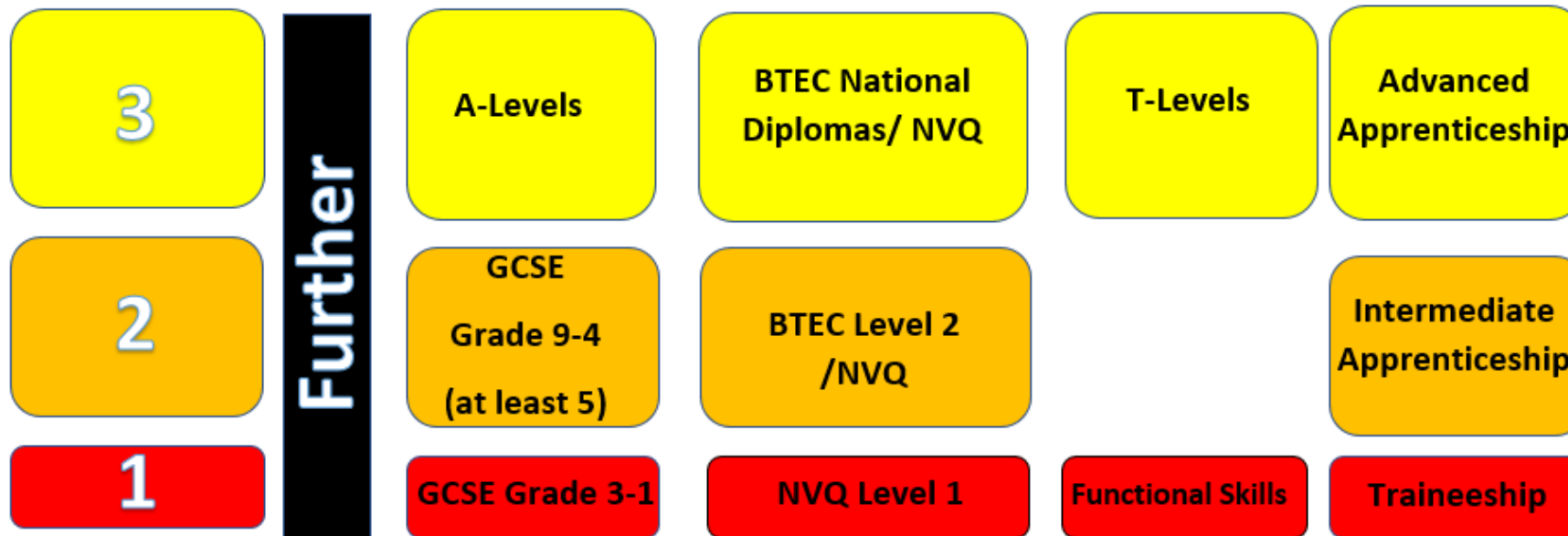


All Level 3 Qualifications give UCAS points for University but not all courses accept these as being equivalent

Disclaimer: Please note there more qualifications available, but the ones shown are the qualifications most students and adults complete in the UK. Once you have a achieved a qualification at one level it is possible to start a qualification at the next level above it.



Post 16 Qualifications





Post 16 Assemblies

College	Assembly
Vale Royal	12 th September
Carmel College	19 th September (TBA)
Lymm High School	26 th September
Birchwood High School	3 rd October
Cronton and Riverside	10 th October
Priestley College	TBA



Open evenings

- Warrington Vale Royal - 3rd & 18th October -17.00 – 20.00
- UTWC- Sixth Form/T-Level - 17th NOV – 17.00–20.00
- Priestley College –5th & 6th October, 6th & 17th November - 17.30 – 20.00
- Sir John Deanes Sixth Form – 8th & 20th October, 17th November – 17.30 – 20.30
- Carmel college – 12th October, 8th & 17th November – 17.00 – 19.30
- Riverside college – 18th October – 17.00 – 19.00
- Cronton sixth form college – 12th & 13th October, 8th November – 17.30 – 19.30



Application Process

Can apply to as many Post 16 Destinations as you like

Apply after Mock Results Day WB 12th December

Colleges invite you for an interview

All offers will be conditional, you only confirm your place in August 2023





Careers Education, Advice and Guidance

Careers interview - June – October 2022

Higher Horizons (some) – November 2022

WVR apprenticeships – 20th September 2022

Careers Fair – Warrington Youth Centre – 12th October 2022

Post 16 destination interviews (JLE) – January 2023





Summary

Research: Attend open events and Careers Fair; explore websites; request a prospectus

Reflect: Use Careers Interview Feedback and Assemblies to reflect on research, as well as own achievements, qualities and skills

Apply: Access advice and support on offer in order to complete personal statement, applications and interviews

Apply Again: Can apply and receive offers from as many colleges as you like.



“The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack in will.” – Vince Lombardi

