



**PADGATE
ACADEMY**

**Year 11
Information Evening**

Thursday 21st September

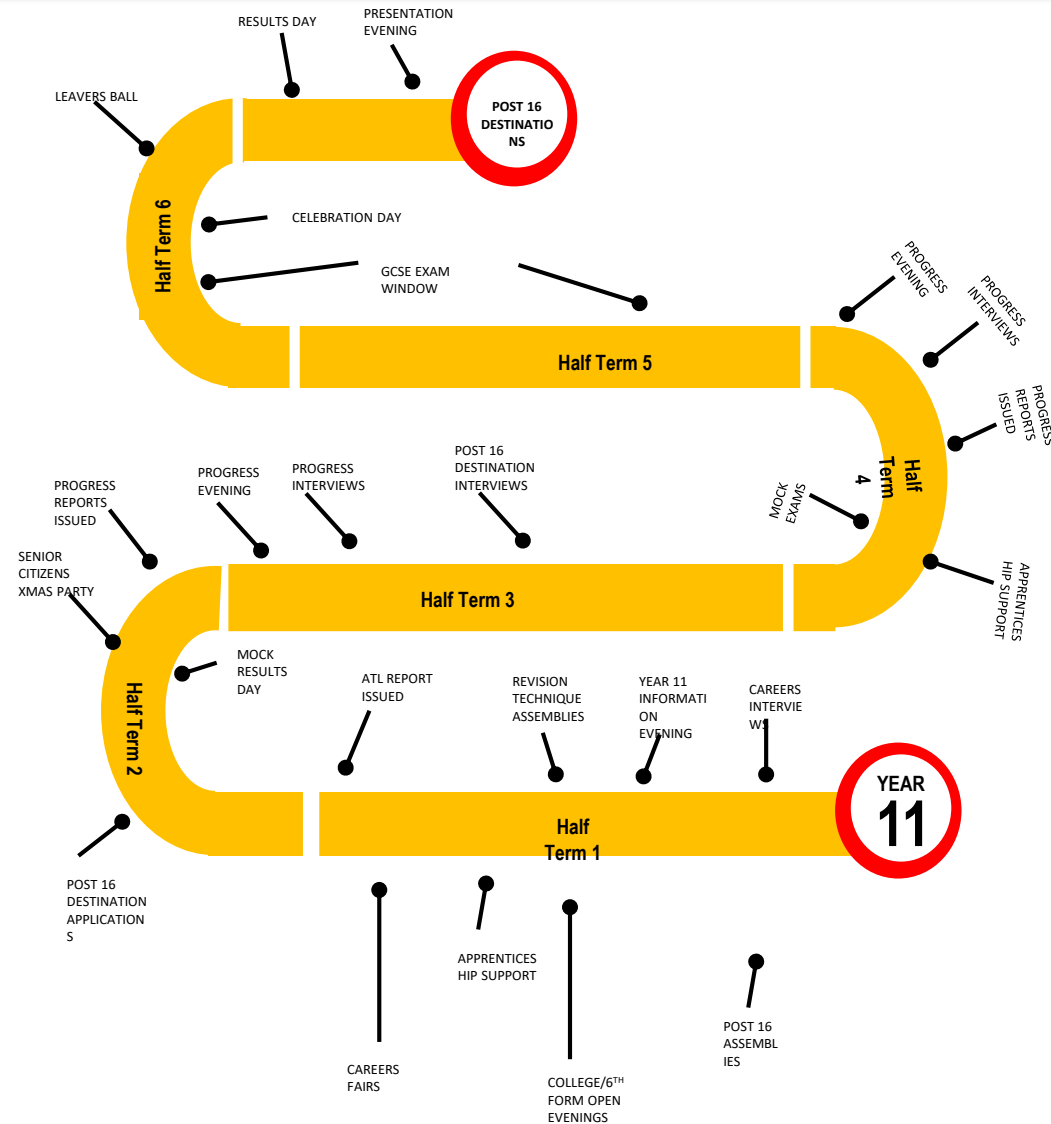


Aims of this session:

- **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

Monday 29th January 2024 - Friday 9th February 2024





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 references

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 the 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



Student Tracking Reports and Events

Progress Report: week commencing 20th November 2023

Progress Evening 1: 23rd November 2023

Mock Exams: 29th January – 9th February 2024

Mock Results Day: week commencing 26th February 2024

Progress Report 2: week commencing 26th February 2024

Progress Evening 2: 28th March 2024





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

Small group intervention sessions (some)





Year 11 Intervention Timetable

Intervention		Monday	Tuesday	Wednesday	Thursday	Friday
A	Lunch	Drama Design Science	Drama Design	Drama Design History (PPR)	Drama Design	Drama Design French Science
	After school		Hospitality & Catering History (RKI) Maths (NRO)	Art Geography Maths (Foundation) Design English		Maths (Higher)
B	Lunch	Drama Design Science	Drama Design	Drama Design History (PPR)	Drama Design	Drama Design French Science
	After school		Hospitality & Catering History (RKI)	Art Geography Maths (Foundation) Design		Maths (Higher)





Preparing For Exams





Revision ⌚

POWER HOUR

STEP 01 Choose a past paper question
Google your subject, level and exam board e.g. "Geography A-Level Past Papers AQA"

STEP 02 Revise
Spend 20 minutes revising what you need to know to answer your chosen question

STEP 03 Do the question
Set a timer for 20 minutes and answer the past paper question you chose

STEP 04 Get feedback
Show your teacher your work. Ask them whether your marking is accurate and how you could improve your answers

STEP 05 Mark your answer
Using the mark scheme for the past paper mark your answer. This will help you to think like an examiner

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Making knowledge stick

How and why retrieval practice improves results

Three Types of Study

Classwork

Reactive Study (Homework)

Proactive Study (Work You Set Yourself)

To be successful we must do MORE than the minimum.



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

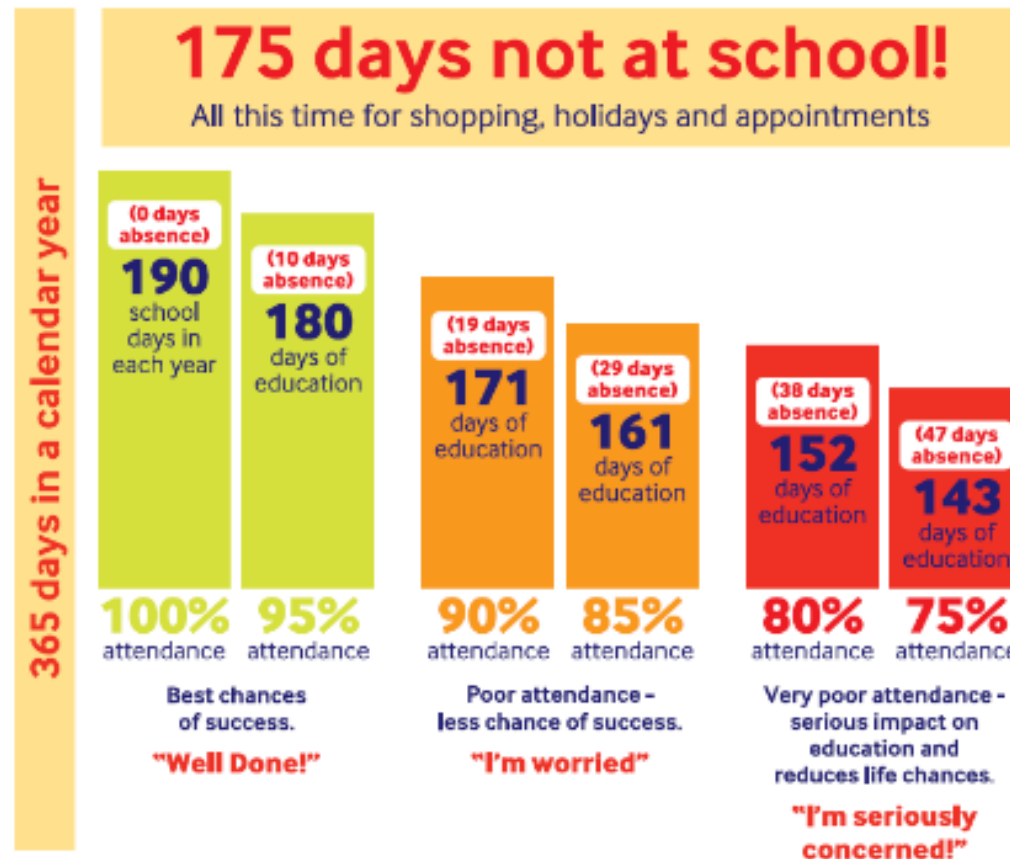
- attendance has a direct link to attainment. If a child is not in school regularly they are not fully accessing the curriculum and learning opportunities available to them
- achieving at school builds a child's self-esteem, as well as enhancing their future prospects
- attending school and being part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

You are doing better than you think

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 – in the lessons, with your fantastic teachers

Make use of online materials

Enrichment activities (DofE, clubs and societies, sports, music, volunteering etc.)



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.



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>





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

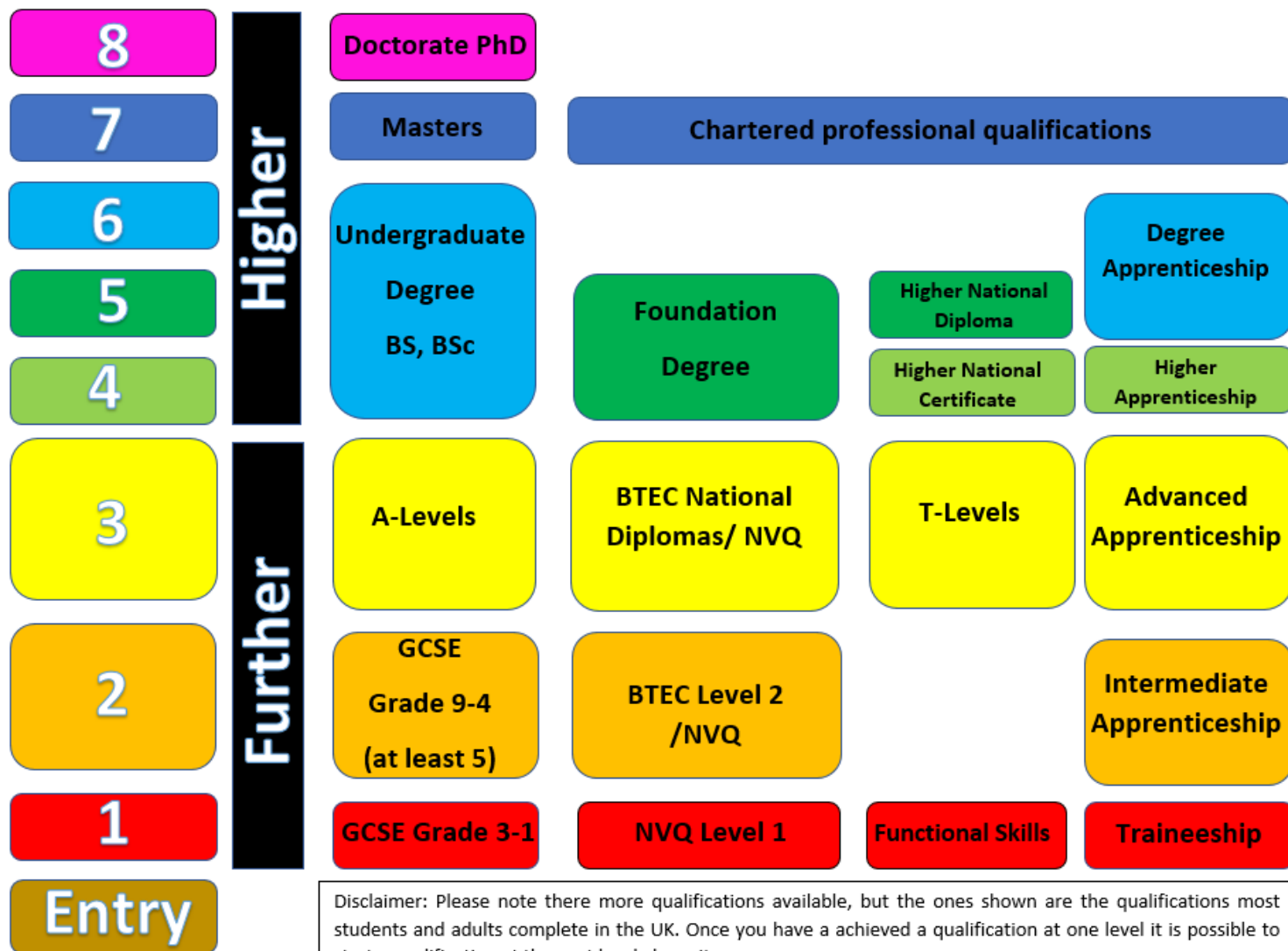


BTEC





Qualification Levels

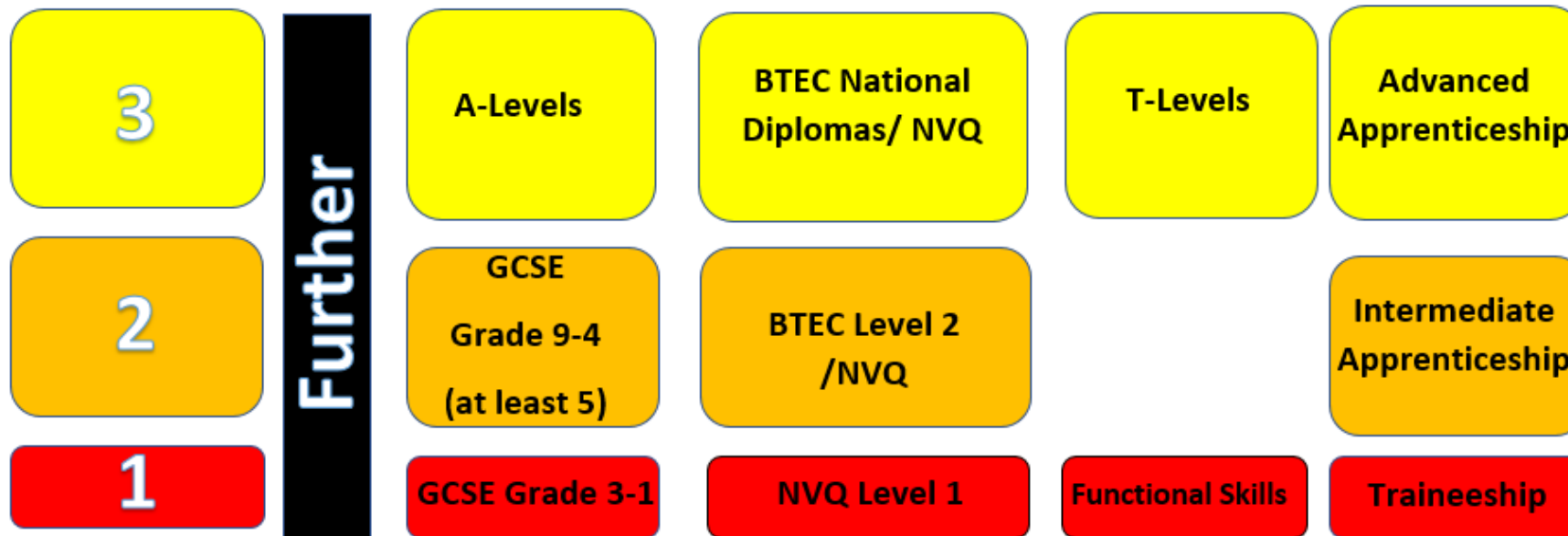


All Level 3 Qualifications give UCAS points for University but not all courses accept these as being equivalent

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
B&Q Apprenticeships	11 th September
WVR	18 th September
Priestley College	25 th September
Birchwood High School	TBC
Cronton and Riverside	TBC
Lymm High School	TBC



Open evenings

- Warrington Vale Royal – 10th & 18th October -17.00 – 20.00
- UTC- Sixth Form/T-Level – 23rd September, 11th & 14th October
- Priestley College –4th & 5th October, 6th & 17th - 17.30 – 20.00
- Sir John Deanes Sixth Form – 7th October, 4th November – 10.30 – 14.00
- Carmel college – 11th October & 9th November – 17.00 – 19.30
- Riverside college – 7th November – 17.00 – 19.00
- Cronton sixth form college – 5th & 11th October, 8th – 17.30 – 19.30
- Reaseheath College – 7th October & 4th November – 10.30 – 14.00

See handout for full details of all sixth form and college providers.



Application Process

Can apply to as many Post 16 Destinations as you like

Apply before end of December

Colleges invite you for an interview

All offers will be conditional, you only confirm your place in August 2024





Careers Education, Advice and Guidance

Careers interview - June – October 2023

College taster sessions – July (WVR) & October (Priestly) 2023

College & sixth form providers assemblies – September – October 2023

Higher Horizons (some) – November 2023

Apprenticeships – September 2023

Careers Fair – Warrington Youth Centre – 11th October 2023

Post 16 destination interviews (JLE) – January 2024



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

