

Welcome

**Year 11
Parent
Information
Evening**

**Monday 29
September 2025**



Content of the meeting

- What are we trying to achieve?
- Examination outcomes
- The Year 11 curriculum
- Raising achievement
- Helping all students succeed
- Path to success programme
- The Phase programme and pastoral support
- Sixth Form entry requirements
- Careers education



Questions?

Please use the **chat** to ask questions which would be of *general interest* to all parents.





What are we trying to achieve?

**We support
our students
to become...**

***Confident
Well-rounded***

***Independent
Creative***

***Responsible
Caring***



Well-rounded

"No profit grows where is no pleasure ta'en."
Taming of the Shrew,
William Shakespeare

Responsible

"We don't live alone. We are members of one body. We are responsible for each other."
J. R. Kennedy
American statesman

Independent

"It is our choices that show what we truly are, far more than our abilities."
J. K. Rowling
Author

Confident

"Don't forget that you believe more deeply than you know and people know you less."
C. S. Lewis
Author





Examination outcomes Summer 2025



A Level results

Measure	2018	2019 <i>Last year of normal exams pre-pandemic</i>	2023 <i>First year of normal exams post-pandemic</i>	2024	2025
A*-E grades	99.1%	99.4%	98.6%	99.5%	99.8%
A*-C grades	89.5%	87.5%	89.8%	96.0%	96.5%
A*-B grades	71.2%	67.3%	76.4%	85.5%	85.2%
A*/A grades	35.6%	36.7%	53.0%	59.9%	58.9%
A* grades	9.8%	8.5%	20.6%	27.0%	22.0%

GCSE results

Measure	2018	2019 <i>Last year of normal exams pre-pandemic</i>	2023 <i>First year of normal exams post-pandemic</i>	2024	2025 <i>As of results day</i>
Grades 9-5	96.4%	93.5%	97.6%	98.1%	97.5%
Grades 9-7	71.6%	64.2%	76.8%	75.6%	77.0%
Grades 9-8	50.6%	38.3%	56.3%	52.3%	53.2%
Grade 9	25.2%	15.4%	30.1%	27.4%	24.1%
Attainment 8	76.6	73.4	78.3	76.63	76.95
Progress 8	0.97	0.55	0.83	0.75	N/A

Examination arrangements

Summer 2026



Key dates for Year 11

October	Path to success study skills workshop
November	Sixth Form open evening - 6 November 2025 Autumn Term report
December	GCSE practice examinations
January	GCSE French and German speaking examinations Spring Term report with practice examination grades
February	Parent-teacher consultation (online) 5 February 2026 Sixth Form applications
March	GCSE practice assessments in certain options subjects Sixth Form interviews Finalisation of A-Level subject choices
April	Spring Term report GCSE French and German speaking examinations
May & June	Public examinations (first written exam on 7 May) Sixth Form transition day (26 th June)



The Year 11 curriculum

Curriculum variations in Year 11

- ***Option subjects*** in year 11 gain an additional period a fortnight of teaching time
- Autumn half term 2 – assessment to inform suitability for ***Level 2 Further Maths*** entry decision
- January – recommendations for ***Combined Science GCSE entries*** rather than separate sciences
- Spring term – tiers of entry decision for students in ***GCSE French and German***

Curriculum information on our website



[Home](#) > [Teaching & Learning](#) > [Curriculum](#) > [Geography](#)

In this Section

- > [Art](#)
- > [Chemistry](#)
- > [Biology](#)
- > [Business Studies](#)
- > [Classical Civilisation](#)
- > [Computing and ICT](#)

Geography

Years 7-9

During Years 7-9 the following topics are taught.

Year 7	Year 8	Year 9
<ul style="list-style-type: none">• Introduction to Geography• Rock on (Geomorphology)• Golden Destiny (India)• Ice Age	<ul style="list-style-type: none">• Risky World• Fracking• TASC Rivers Project• Virtual Worlds: exploring	<ul style="list-style-type: none">• Upside World: Exploring Development Agendas• Time for Change: Climate Variability

GCSE Mathematics



Assessment structure

- Three papers each worth 80 marks and each 1 hr 30 mins
- Number, Algebra, Shape & Measures, Handling Data, Ratio & Proportionality
- Strong emphasis on **problem solving** and **mathematical reasoning** with more marks now being allocated to these higher-order skills.

Key things to note

- Skills in **basic number** and **algebra** are vital.
- Topics are **integrated**. There are questions that require the use of different aspects of mathematics (e.g. Trigonometry and Shape and Measures)
- Marks available for **Mathematical Communication**, so showing full methods with correct notation is important.
- Questions at the top end require **good comprehension** and **problem solving** skills.

How to support at home

- Talk to your children about what they are learning in class
- Year 10 Reflection sheets/folders of previous unit tests
- Encourage them to regularly check on their 'areas of improvement'
- Past papers
- Taking more responsibility for their own learning, being more pro-active.

GCSE English Literature and GCSE English Language



GCSE English Language

Assessment structure

Component 1 – 2 part exam worth 40%

- *Questions about a C20th prose text*
- *Creative writing*

Component 2 – 2 part exam worth 60%

- *Questions about C19th and C21st non-fiction texts*
- *Transactional/persuasive writing*

Component 3 – Teacher assessed speech, does not contribute to the overall grade.

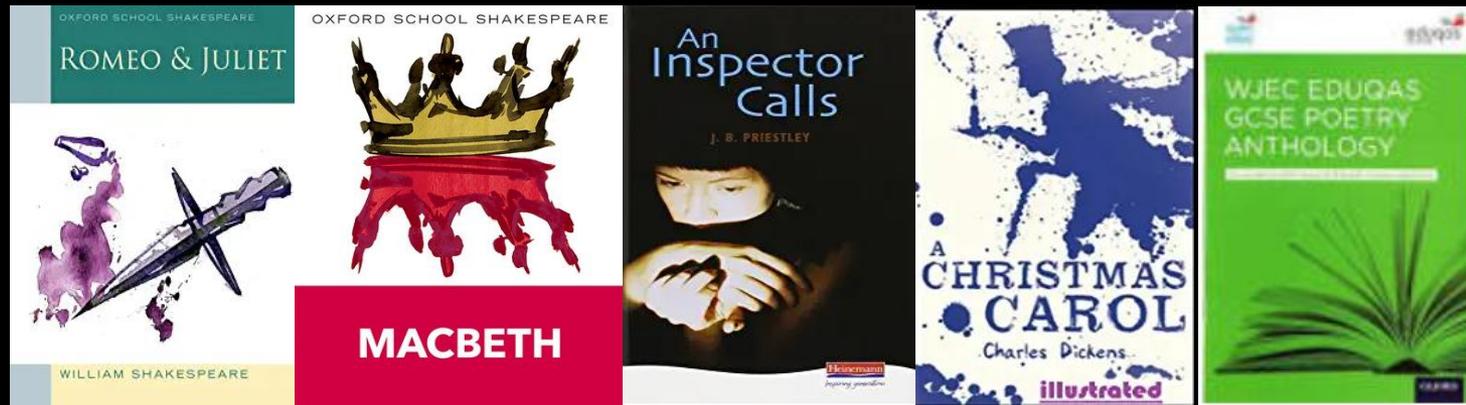
GCSE English Literature

Component 1 – 2 part exam worth 40%

- *Shakespeare play (Romeo and Juliet or Macbeth)*
- *Poetry (Poetry Anthology)*

Component 2 – 3 part exam worth 60%

- *Nineteenth century novel (A Christmas Carol)*
- *Post 1914 novel/play (An Inspector Calls)*
- *Previously unseen poetry*



How to prepare for GCSEs in English

- Be organised from lesson one – have all the texts, post-it notes, highlighters, lined paper.
- Plan and edit the writing – successful writers take time and aim to improve their final ‘product’.
- Revise regularly – a lot of content has to be committed to memory.
- Read and then read more – variety of genres – short stories, novels, poems, articles, reports – anything and everything.



Raising Achievement



Raising Achievement Programme

- Informed by data collected through the year
- Attitude to learning *and* predicted grades.

Intervention strategies

Range of tailored approaches including:

- In-class adaptations by the teacher
- Subject-led small group sessions
- Progress mentoring with Year 12 students
- Attitude to learning / homework reports
- Assigning additional home learning activities to reinforce curriculum content
- Support from our Special Educational Needs team

Revision should be underway...

- Students' own notes
- Resources on *Sharepoint*
- Specifications - useful as checklists
- Revision guides
- Online resources e.g. *BBC Learning, Seneca, GCSE Pod*
- Past paper practice

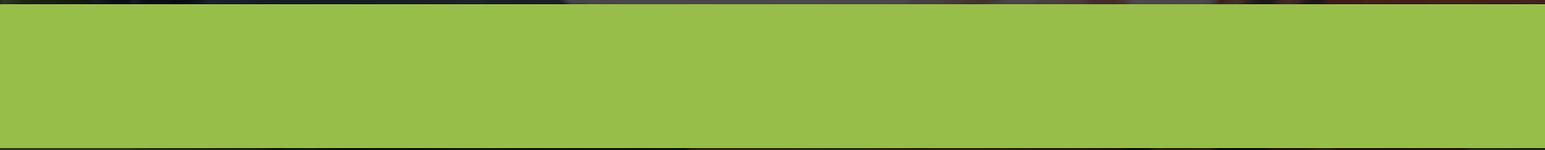




"It is our choices
that show what we
truly are, far more
than our abilities"

Professor Douglas
Henry Foster and the City

**Helping all students be
successful**



The importance of attendance

- 10% drop in attendance correlates with achieving average *1 grade lower* at GCSE
- Leave of absence only granted in ***exceptional*** circumstances
- DfE have tightened their position on attendance.

Behaviour expectations

- The importance of “pro-social” behaviours
- Example of our *Manners Matters* fortnightly focus

Manners matter



Our second focus – practise these three basic things:

- Volunteer to do something helpful without being asked. *(Be responsible and show that you are a kind and thoughtful person)*
- Involve everyone – if you are working in a group, work cooperatively with them. *(Be kind and compassionate to bring out the best in yourself and others)*
- Say something kind to someone each day *(Be the reason someone else has a good day)*

Thank you for helping us make the school an enjoyable, safe and productive place for all who attend.

A young woman with dark hair, wearing a green school blazer over a white collared shirt, is sitting at a wooden desk. She is looking down and writing in a spiral notebook with a white pen. The background is slightly blurred, showing other students in a classroom setting.

Meeting the needs of all students

Special educational needs

- Ordinarily available provision
- Pupil passports
- ELSA/Lego Therapy
- Access Arrangements
- External support
- Mentoring

Contact Mrs Andrews, our SENCO
in confidence at

school@lgs.slough.sch.uk



Meeting the needs of all students

- Financial help for students in receipt of the Pupil Premium and other children with financial needs.
- Contact Miss Saunders, our Disadvantaged Champion in confidence at school@lgs.slough.sch.uk



Safeguarding support

Safeguarding team

- Mr Harding (Headteacher & DSL)
- Ms Power (Deputy DSL)
- Five other staff members

Direct email

- safeguarding@lgs.slough.sch.uk

Supporting mental health

- We expect students to **work hard**
- To achieve well they will need **time to rest, exercise and pursue other interests**
- Many avenues in school to support mental health
- Mental Health Lead will **signpost the best support** and help available for your child



A close-up photograph of two young women in school uniforms. They are both smiling and looking down at something they are holding together. The woman on the right is more prominent, showing her teeth in a wide smile. The woman on the left is wearing purple-rimmed glasses and is also smiling. The background is blurred, suggesting an indoor setting like a classroom or library. A solid green horizontal bar is positioned at the bottom of the image, partially overlapping the text.

Our Path to Success programme

Revision techniques

The screenshot shows the homepage of 'The Learning Scientists'. At the top, there is a navigation menu on the left, a logo in the center, and social media icons on the right. Below the navigation is a large blue banner featuring two line-art portraits of women and the organization's logo. The 'About Us' section follows, containing introductory text and a vision statement.

Navigation Menu

THE LEARNING SCIENTISTS

Follow f t t

f 2.3K
t
+ 240

Navigation icons: t, t, f, p, Q

Line-art portraits of two women and the 'The Learning Scientists' logo.

About Us

We are cognitive psychological scientists interested in research on education. Our main research focus is on the science of learning. (Hence, "The Learning Scientists"!)

Our **Vision** is to make scientific research on learning more accessible to students, teachers, and other educators.

<http://www.learningscientists.org/>

Six main revision strategies



1
Spaced Practice



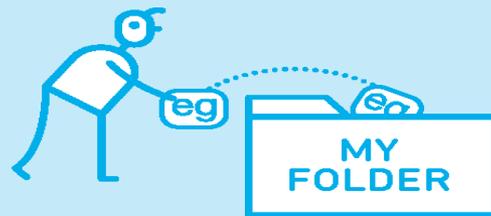
2
Interleaving



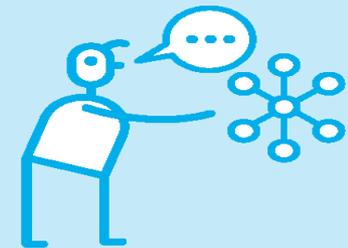
3
Retrieval Practice



4
Elaboration



5
Concrete Examples

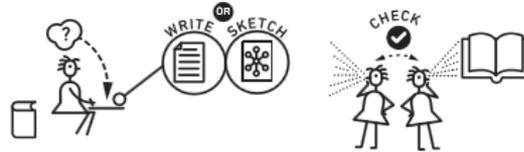


6
Dual Coding

Retrieval Practice

HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about retrieval practice as a study strategy

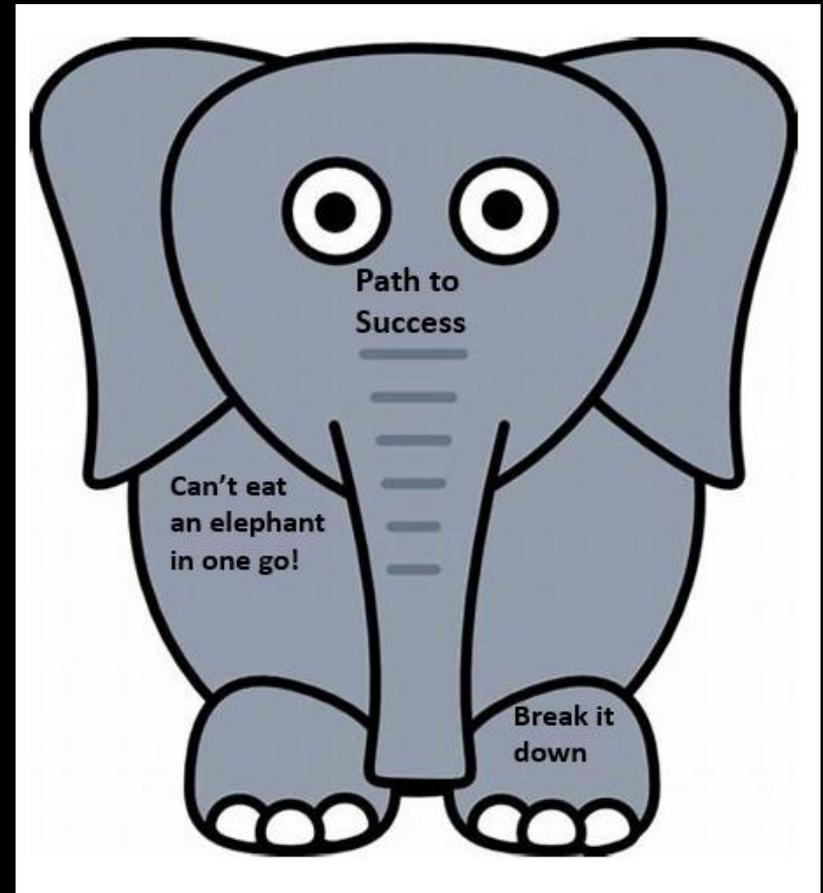
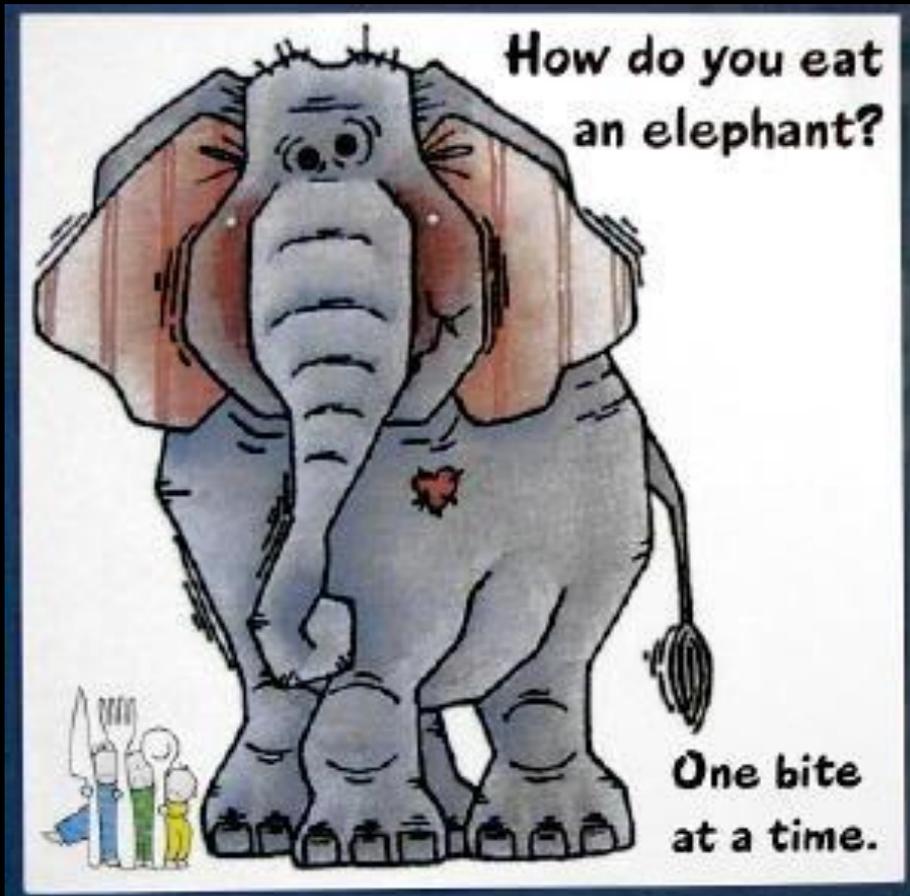
Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.

Excellent feedback



Eating elephants

Breaking it down makes it seem less daunting



Engagement

I need a hook!

What *motivates* your son/daughter?

Sit down...

What are they passionate about?

What do they want to do?

It's having those
challenging conversations.....



Revision Workshop Year 11

- Scheduled for before Autumn half term
- Letter for parents & regular email updates
- References made to strategies including the Learning Scientists approaches



Managing iPad use

Parents can download **Jamf Parent App** to manage iPad use out of school hours



Guidance on our website

<https://www.lgs.slough.sch.uk/page/?title=Jamf+Parent+App&pid=336>



Tutor Time Programme

Monday Classcharts/Target Review

Tuesday Prefect activities

Wednesday Presentations

Thursday Assembly

Friday Tutor-led activity/Quiz .

Tutor Team

11C Miss Knight

11H Mr Batsman

11K Mrs Clark

11R Miss Dent

11S Mr Wilkinson and Mrs Kalsi

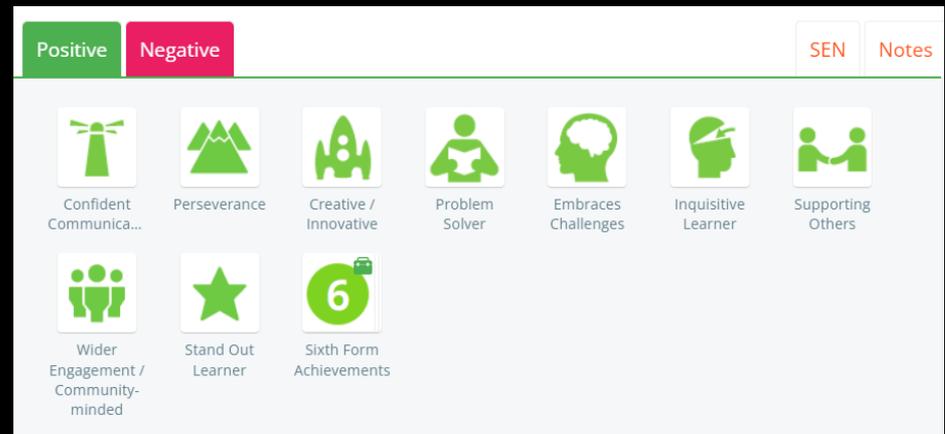
11V Ms Douthit



Phase programme and pastoral support

Celebrating success

- Achievement rewards via ClassCharts
- Celebration assemblies
- Recognising students' wider successes



Behaviour and expectations

We want students to be **responsible** and **caring** young people.

This means they are expected to:

- *look after* each other.
- be *nice* to each other – *including out of school and online.*
- show *respect* for adults in school, irrespective of role or gender.
- demonstrate *politeness* and *good manners.*
- take care of the *environment* around them.
- take responsibility and *own up* when they make mistakes.
- tell the *truth.*

Choose your attitude!

Reflections

- Encourage students to learn from their mistakes, recognise the impact of their actions on others.
- We are on the same side - wanting the best for your child.



A young woman with long, curly brown hair, wearing a dark blazer over a light-colored collared shirt, is looking down at a document. To her right, a young man with glasses and dark hair is also looking at the document. They appear to be in a school hallway, with a dark door visible in the background. The overall scene is brightly lit, and the focus is on the two students.

Sixth Form entry requirements

Sixth Form entry requirements

- General entry requirement - based on performance across **ALL** GCSE exams taken at LGS:
 - average point score of 5.5 *and*
 - **Grade 5** in English Language *and*
 - **Grade 5** in Mathematics
- Specific entry requirements for most A Level subjects

Implications for entry to Sixth Form

Specific entry requirements for subjects

A Level subject	Minimum GCSE requirement
Maths	Grade 7 Maths
Further Maths	Grade 8 Maths
Biology, Chemistry, Physics*	Grade 7 in Biology, Chemistry, Physics, <u>or</u> Grade 7/7 in Combined Science * Also requires Grade 7 Maths
Most other subjects	Grade 6 in relevant GCSE subject(s)
Economics	Grade 6 in English Language or Literature
Psychology	Grade 6 in English Language or Literature <u>and</u> a Science subject

These entry requirements are normally non-negotiable

Implications beyond Sixth Form

GCSEs are *gateway qualifications* to the next stage – e.g. to Sixth Form courses

However, number of **8 & 9 grades important** for *competitive* university courses

- **Oxford and Cambridge**
- **Russell Group and other reputable universities (most courses)**
- **Medicine**
- **Dentistry**
- **Veterinary Science**



Careers information advice and guidance



Careers guidance in Year 11

- **Mock interview** day (1 October)
- Individual 30 minute **1:1 interview** for every student with our Careers Adviser (autumn term)
- Employability skills **conference** (November Focus Day)
- Sixth Form application process and **individual interviews** (spring term)
- **Business Insight Day** (March Focus Day)
- **Careers Fair** (spring term)
- Visiting **speakers** from Further / Higher education providers
- LGS **Futures Bulletin**, school website and **Unifrog**



Final reminders



Working together



General news

- Direct email via MCAS parent app
- LGS Headlines newsletter
- Website
www.lgs.slough.sch.uk
- Instagram



How to contact us...

Phone

- 01753 598300

Email

- school@lgs.slough.sch.uk
- safeguarding@lgs.slough.sch.uk



Key messages for Year 11

- **Take an interest** in their studies
- **Encourage** them to...
 - show excellent *attitudes to learning* in every subject
 - making the most of *other opportunities* the year
 - put into practice our '*Path to Success*' programme for revision.
- **Support** them in *getting the right balance* between study, interests, exercise & rest.
- **Help** them to...
 - think through what *they* want to do in Sixth Form and beyond
 - seek out accurate information to make informed choices.

**Thank
you for
joining us
this
evening**

