Welcome

Year 11 Parent Information Evening

Monday 28 September 2026



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
- Supporting the school



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

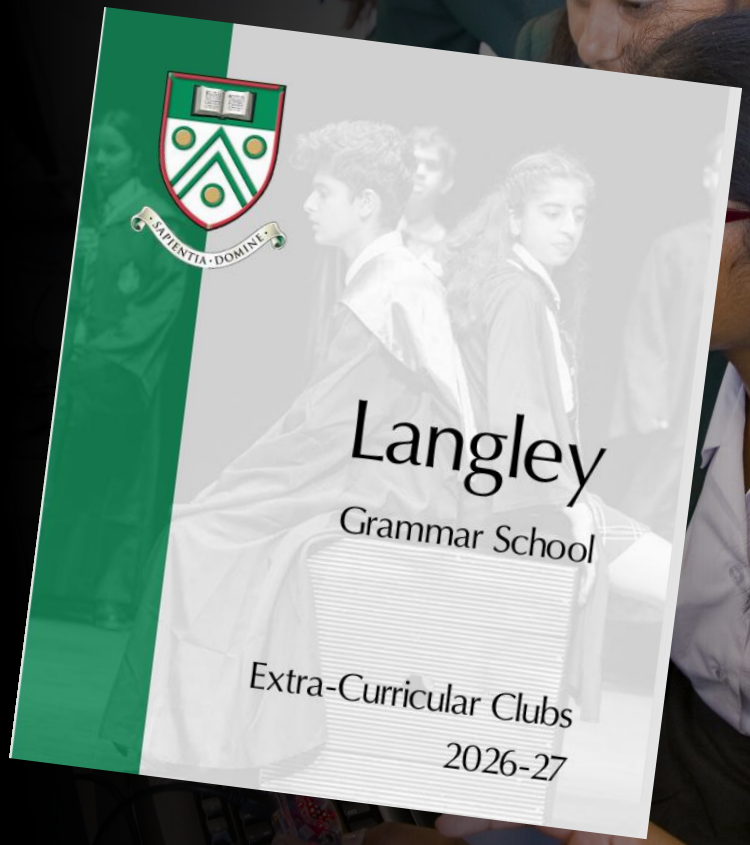
Responsible
Caring



Our extra-curricular programme

Wide range of activities and opportunities

Our brochure has already been sent out to students





Examination outcomes
Summer 2026

A Level results

Measure	2018	2019		2023	2024	2025	2026
A*-E	99.1%	99.4%		98.6%	99.5%	99.8%	**99.8%**
A*-D				96.0%	98.7%	98.9%	**98.1%**
A*-C	89.5%	87.5%		89.8%	96.0%	96.5%	**94.0%**
A*-B	71.2%	67.3%		76.4%	85.5%	85.6%	**82.3%**
A*/A	35.6%	36.7%		53.0%	59.9%	60.3%	**54.0%**
A*	9.8%	8.5%		20.6%	27.0%	22.5%	**20.0%**

GCSE results

Measure	2018	2019	2023	2024	2025	2026
Grades 9-5	96.4%	93.5%	97.6%	98.1%	97.5%	**98.3%**
Grades 9-7	71.6%	64.2%	76.8%	75.6%	77.4%	**77.4%**
Grades 9-8	50.6%	38.3%	56.3%	52.3%	53.5%	**54.2%**
Grade 9	25.2%	15.4%	30.1%	27.4%	24.7%	**27.3%**
Attainment 8	76.6	73.4	78.3	76.63	77.6	**78.04**
Progress 8	0.97	0.55	0.83	0.75	N/A	N/A

Examination arrangements

2026-2027



Key dates for Year 11

October	Path to success study skills workshop
November	Sixth Form open evening - 5 November 2026 Autumn Term report
December	GCSE practice examinations (from 7 December)
January	GCSE French and German speaking examinations Spring Term report with practice examination grades
February	Parent-teacher consultation (online) 4 February 2027 Sixth Form applications open
March	GCSE practice assessments in certain options subjects Sixth Form interviews
April	Spring Term report GCSE French and German speaking examinations
May & June	Public examinations (first written exam, 10 May 2027) Sixth Form transition day (22 June 2027)

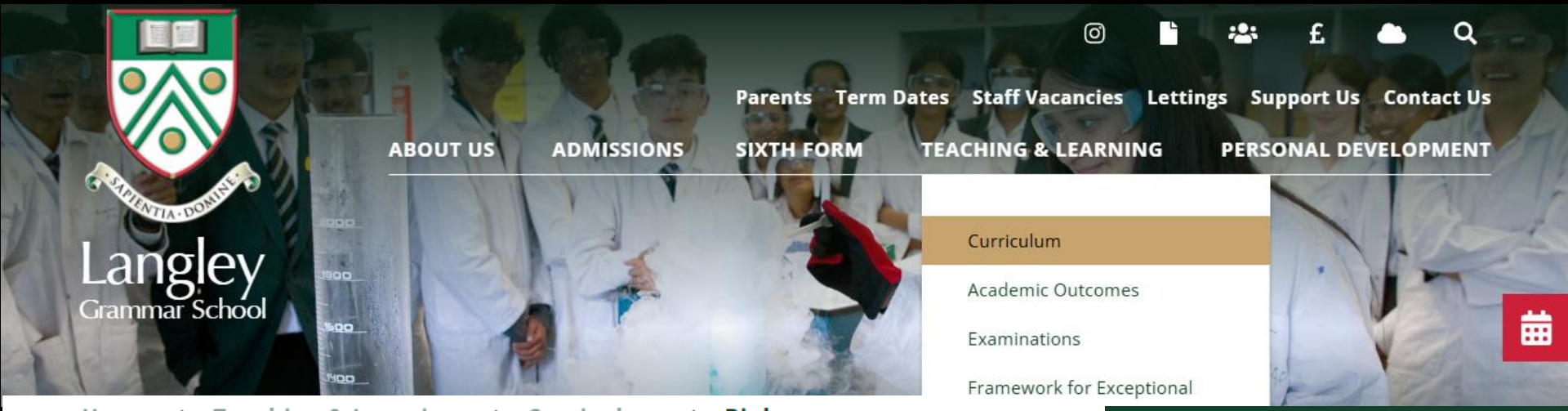


The Year 11 curriculum

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***

Website curriculum information



Home → Teaching & Learning → Curriculum → **Biology**

Biology

GCSE

Students studying the subject at **GCSE** follow the OCR Gateway Biology A (J247) specification. During the course the following topics are covered.

Year 9	Year 10	Year 11
B1.1 Cell structures • Plant and animal cells	B2.2 The challenges of size • Plant transport systems	B5.2- Natural selection and evolution.

In This Section

- Art
- Chemistry
- Biology
- Business
- Computing and ICT
- Design Technology
- Drama and Theatre
- Economics

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**; showing full methods with correct notation is important. E.g. appropriate symbols, letters and signs
- 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.
- All resources can be found on Teams to refer back to

GCSE English Literature and GCSE English Language



GCSE English Language

Assessment structure

Component 1 – two-part exam worth 40%

- *Questions about a twentieth century prose text*
- *Creative writing*

Component 2 – two-part exam worth 60%

- *Questions about nineteenth and twenty-first century 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 (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 adaptions 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*
- Past paper practice



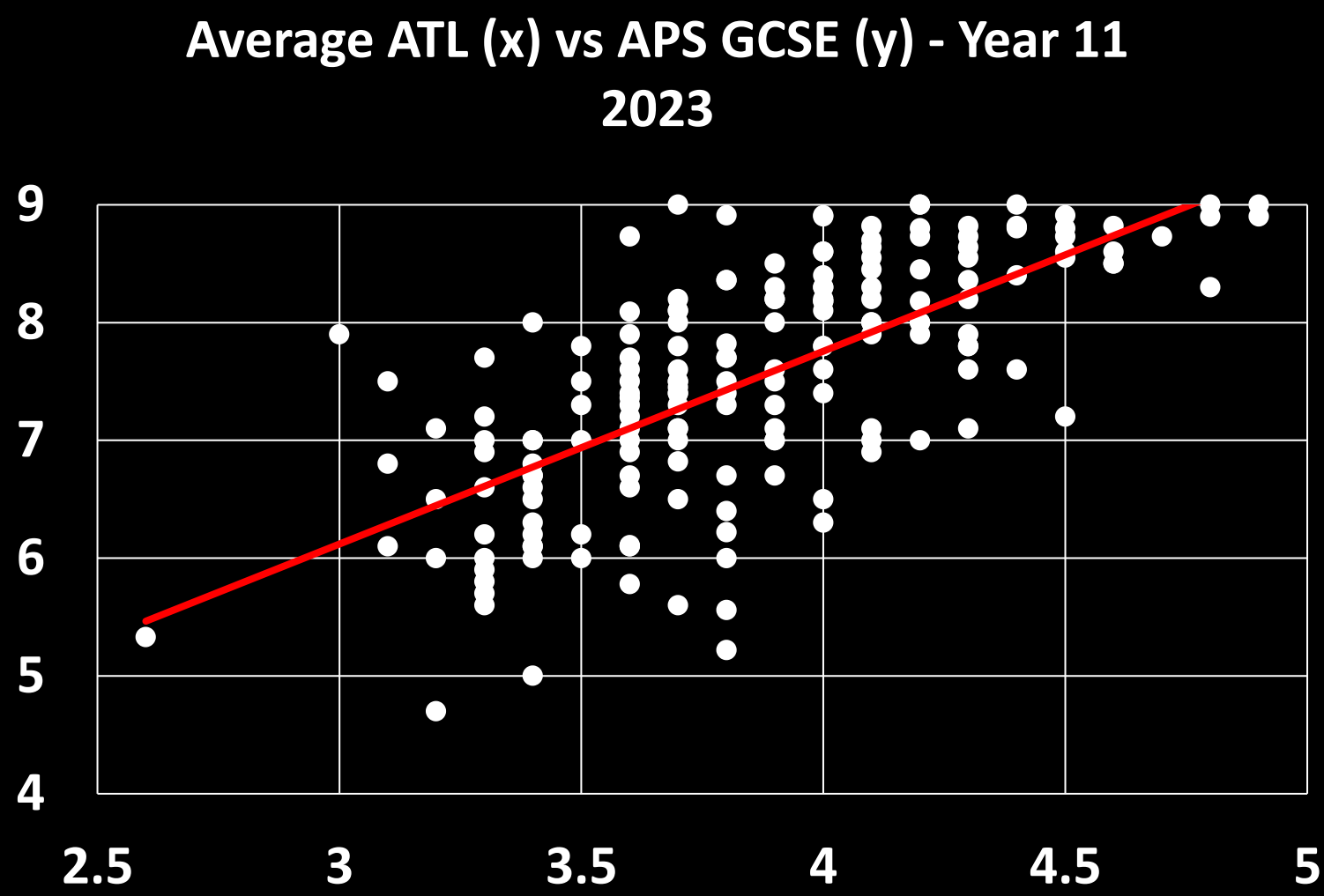


Helping all students be successful

The importance of attendance

- There is a strong correlation between high attendance and academic success
- 10% drop in attendance correlates with achieving average *1 grade lower* at GCSE
- The ‘habit’ of attending school prepares students for adult life
- The Department for Education has tightened its position on attendance
- Leave of absence is only granted in ***exceptional*** circumstances

The importance of attitude to learning



All students are expected to...

Behave with **kindness, respect and courtesy** towards each other, school staff and members of the local community.



Three things to remember

Most behaviour is a choice.

The importance of being responsible and caring

To follow the instructions of every member of staff



Meeting the needs of all students

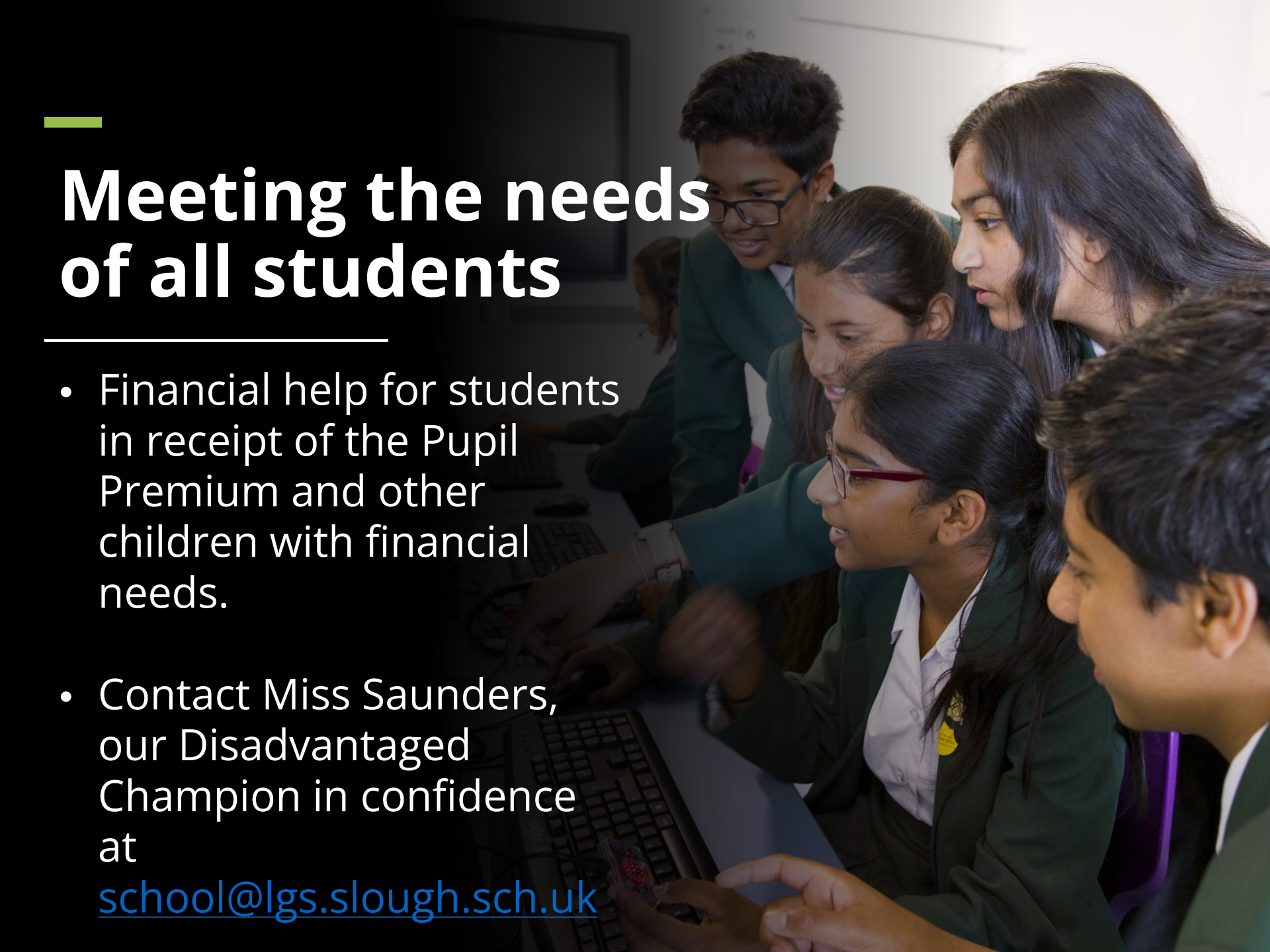


Special educational needs

- 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





Our Path to Success programme

Path to success

- Revision workshops continue in Year 11
- Supporting activities and emails through the year.
- Learn that → How to!



HOW WE LEARN SERIES

LEARNING WALKTHRUs

'Learn That' – Learning Scientists



- **Evidence based strategies** from cognitive psychology
- Intended to teach about principles of learning and to provide students with **flexible guiding principles** to guide learning and studying

http://www.learningscientists.org/

'How To' – WALKTHRUs



Embedding healthy Learning Habits

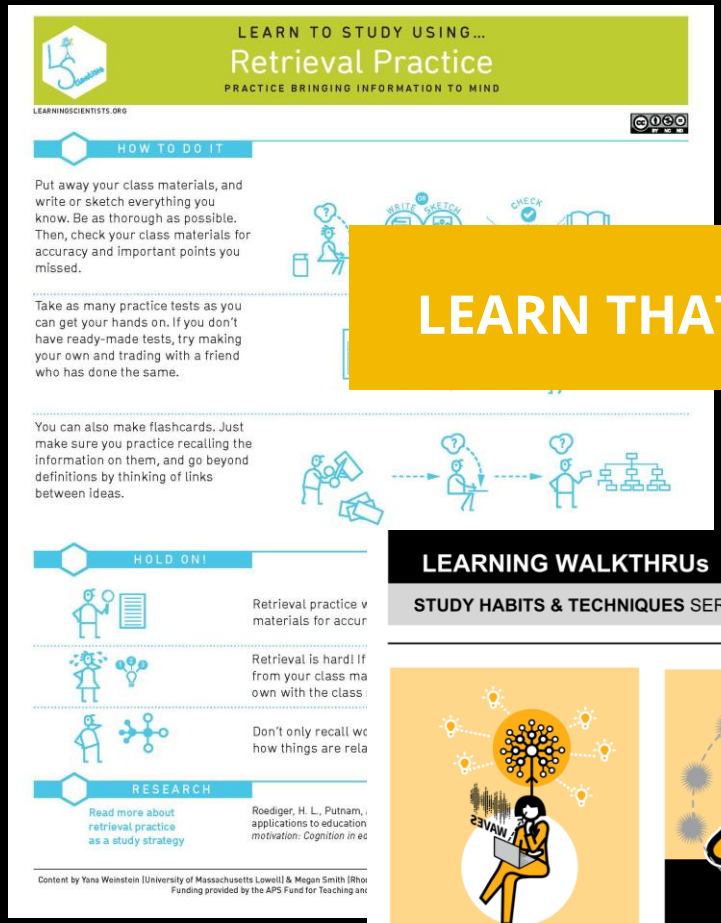
LEARNING **WALKTHRUS**

BETTER LEARNING. STEP BY STEP.

LEARNING WALKTHRUs is a visual guide to key aspects of learning and studying at home and at school. It features **70+** five-step techniques devised by Tom Sherrington and illustrated by Oliver Caviglioli, with guest authors including Sarah Cottinghatt, Peps Mccrea, Sara Milne Rowe, Christopher Such, Emma Turner and Jennifer Webb.

LEARNING
WALKTHRUs

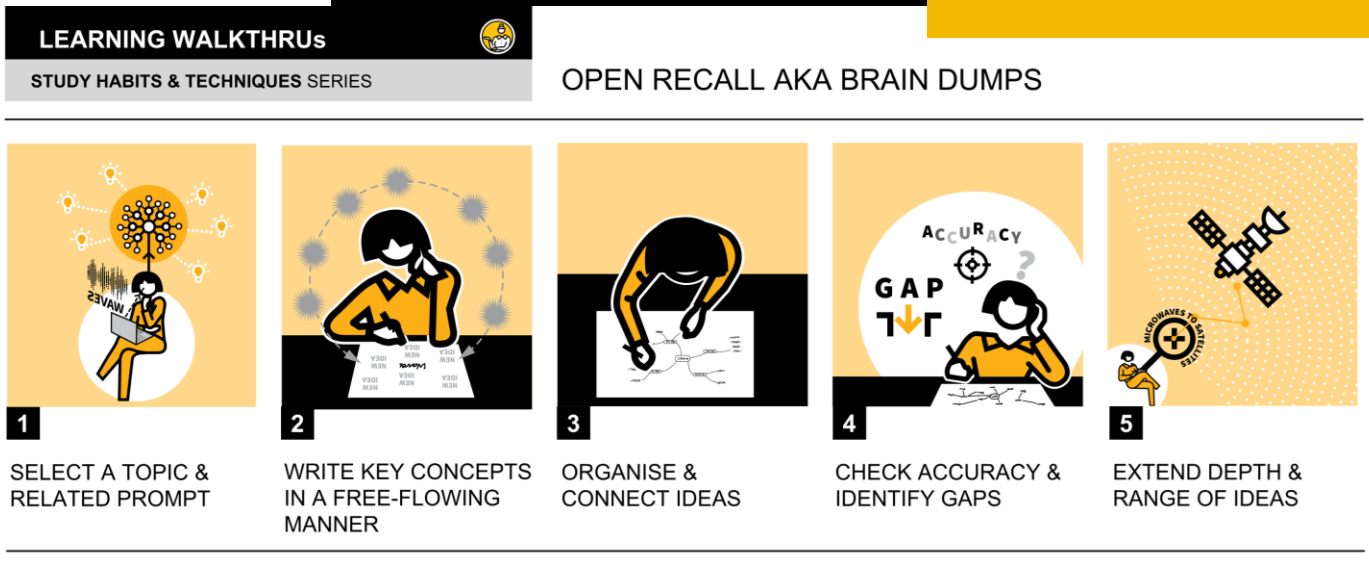
Example – Retrieval Practice



LEARN THAT

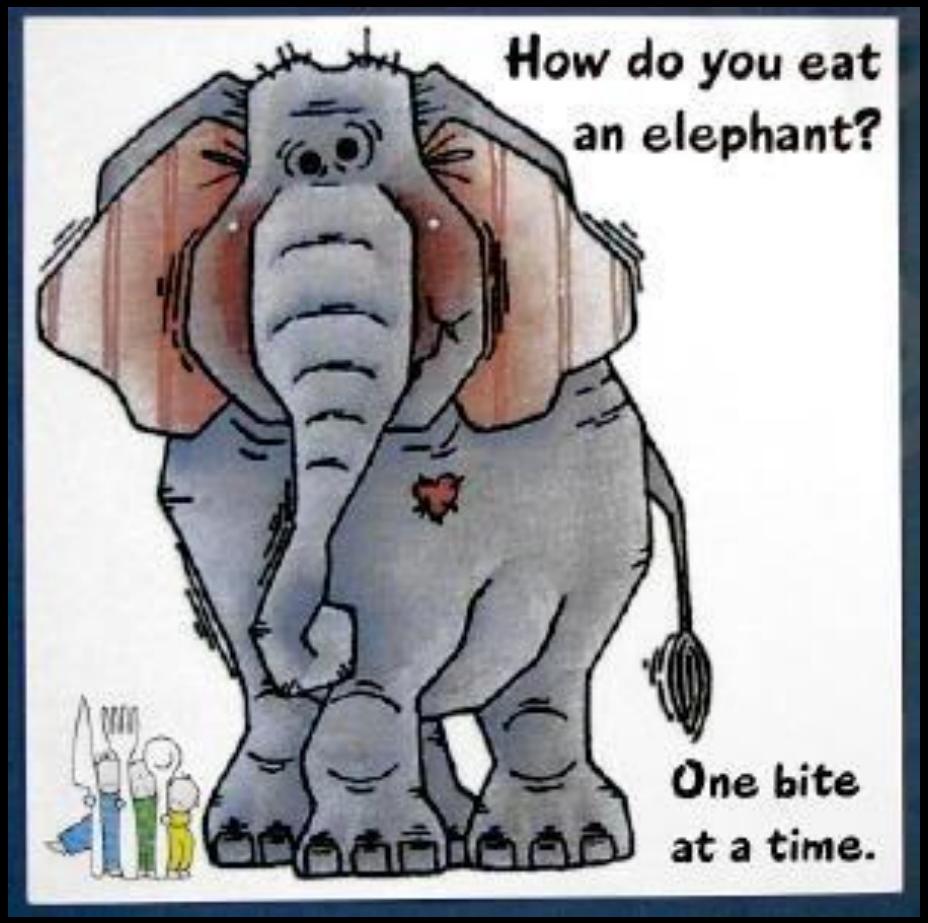


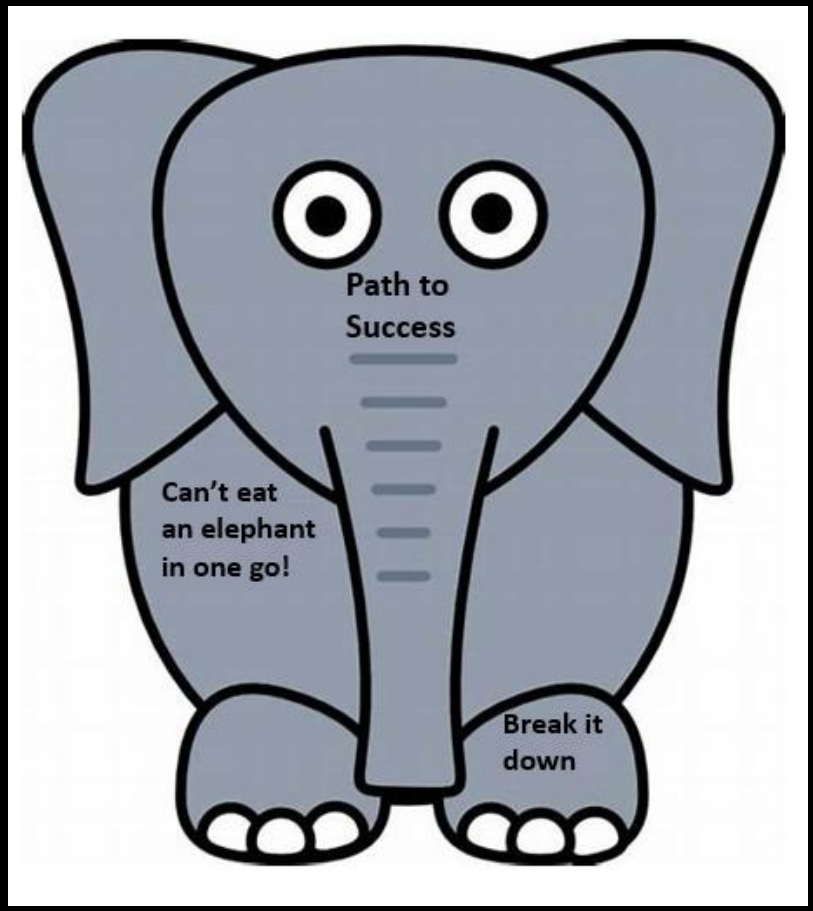
HOW TO



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

HOW WE LEARN SERIES

LEARNING WALKTHRUs





Phase programme and pastoral support

Tutor Team

11C	Miss Saunders
11H	Mr Bartlett
11K	Mr Simonot
11R	Miss T Rae and Mrs Kalsi
11S	Mr L Cusack
11V	Mr S Mtshali

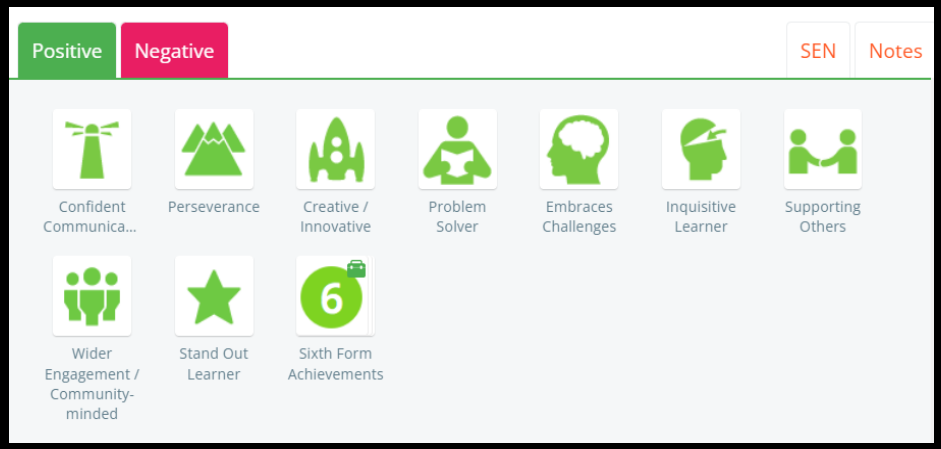
Tutor Time Programme

A typical week…

Monday	Classcharts/Target Review
Tuesday	Prefect activities
Wednesday	Presentations
Thursday	Assembly
Friday	Tutor-led activity/Quiz -

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.



Mobile phones

- The Department for Education expects schools to be mobile phone-free by default.
- Phones must be switched off and in bags/lockers while on the school site.
- If expectations are not met students will be issued with a ‘Negative Comment’ a detention and have their phone confiscated
- Smart watches are not permitted on site



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





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, or 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 and 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, a number of **8 & 9 grades are 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 (24 September)
- 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***



How parents can support

How else can parents support the school?

- Supporting **careers events**
- **Work experience placements** for students in Year 10 and Year 12
- **Volunteering opportunities** for Duke of Edinburgh Award participants.



How else can parents support the school?

- **Parent governors**
- Donations of **pre-loved uniform**
- **Providing feedback** through parent surveys



The Development Fund

What for?

- Small-scale development
- Curriculum resources
- Facilities for students

How?

- Gift Aid – school recovers tax
- Standing order
- One-off donations







Final reminders

Working together



Parents



Student



School

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

