

Making the Most of Year 11



DENBIGH SCHOOL

Presented by:

Mr Edun, Head of Year 11 - Progress

Miss Roche, Head of Year 11 - Pastoral

Mr Bennett, Assistant Headteacher - Year 11 Progress

Aims of the Evening

- Key Dates
- How we can support our students
- Curriculum and assessment
- Information about Examinations
- The Next Chapter: Careers and Post-16


Key Dates

Date	Event
25th & 26th September	Maths and English Progress Tests
Wednesday 2nd October	Tutor Consultation Evening (Online)
Friday 18th October	Futures Day Progress Report 1
Wednesday 23rd October	Enrichment Day
11th – 15th November	MFL Speaking Pre-Public Examinations (PPEs)
Wednesday 13th November	Year 11 Subject Consultation Evening (Face-to-Face)
25th November – 6th December	Year 11 PPEs
Wednesday 15th January	Sixth Form Open Evening

Date	Event
Wednesday 22nd January	Year 11 Subject Consultation Evening (Face-to-Face)
Thursday 23rd January	Careers Festival
Wednesday 29th January	Year 11 Leadership Interviews
Friday 28th February	Sixth Form Application Deadline
Tuesday 25th March	Enrichment Day
Friday 28th March	Whole School NEA Deadline Progress Report 3
24th – 25th April	GCSE Art Examinations
28th April – 2nd May	GCSE MFL Speaking Examinations
Wednesday 7th May	Year 11 Leavers Assembly
Thursday 8th May – Friday 20th June	GCSE Examinations
Thursday 26th June	Year 11 Prom
Thursday 3rd July	Sixth Form Intake Parents' Evening
Thursday 21st August	GCSE Results Day

Making the most of Year 11

Be Engag

The background features a composite image. On the left, a multi-story brick school building with large windows is visible. On the right, a large group of diverse students is shown in a classroom setting, some holding up papers. The entire image is overlaid with a blue gradient that is darker on the right side.

How we can support our students

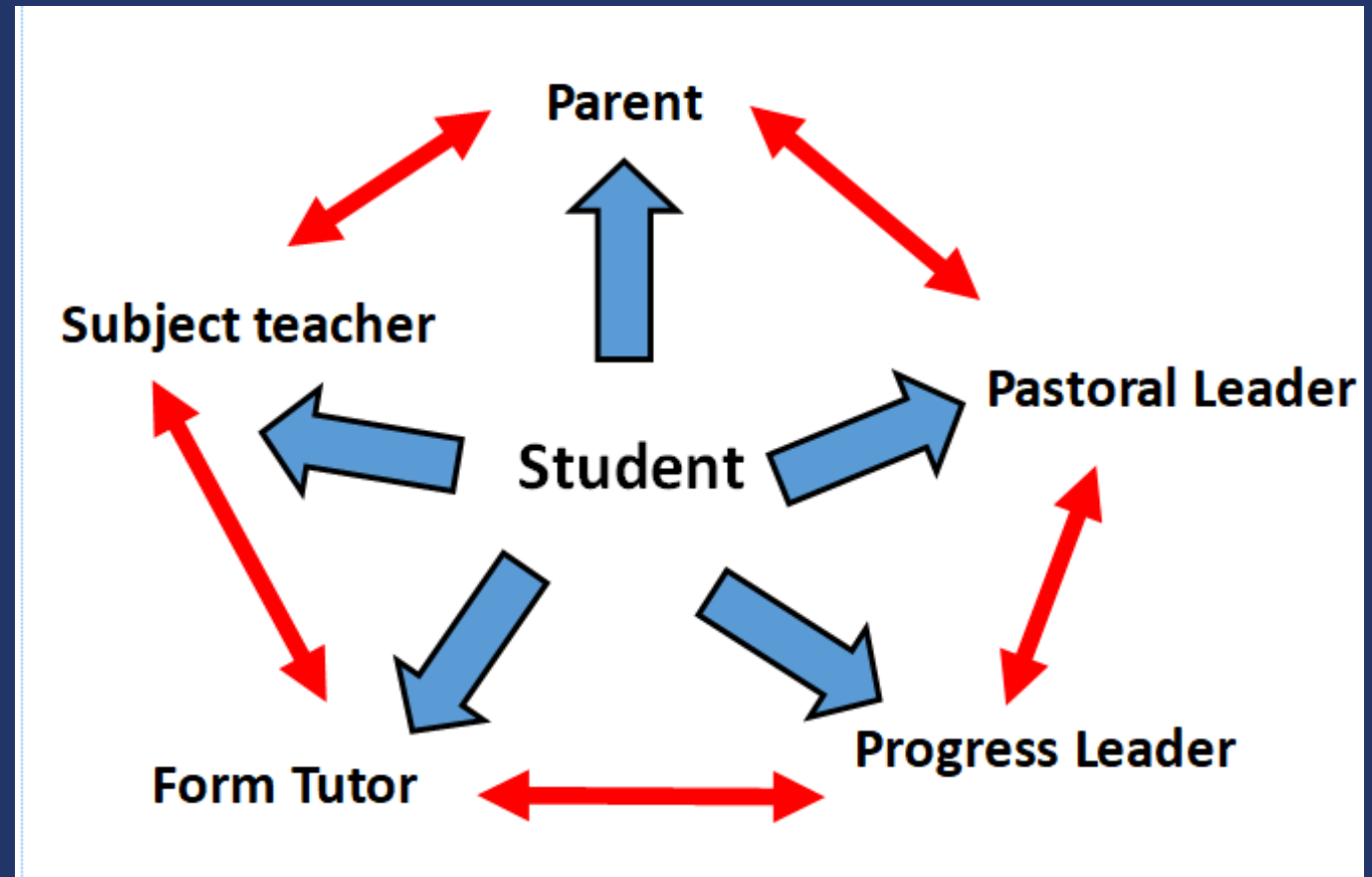


Supporting our students

Year 11 will be a team effort

All in this together

Even more support available



Support in School - Pastoral



Mr Fisher and Miss Anderson

- Counsellor
- Significant Mental Health concerns.



Mrs Rose

- Behaviour Mentor
- Inappropriate language, unkindness and bullying, disruption and defiance, REACH.



Mr Harrington

- LGBTQ+ Ambassador
- Support around orientation or gender.



Mrs Boddy

- Pastoral Mentor
- Social/friendship issues, low mood, anxiety, self-esteem, managing emotions, Art for Wellbeing, Protective behaviours.



Mr Hussain

- Race Awareness Ambassador



Mrs Lewis

- Family liaison officer
- Low attendance and other family support.

Support in School - SEN



Mrs Martin

- SENDCo



Mr Georgiou

- HLTA



Mrs Asif

- Deputy SENDCo



Miss Foster

- HLTA
- Escape the trap



Mrs Church

- SEND administrator

Sendco@denbigh.net

Support in School – Key Contacts

Teachers

Head of Year (Pastoral)

Miss Roche

rochee@denbigh.net

Head of Year (Progress)

Mr Edun

edunr@denbigh.net

PP Champion

Mrs Molloy

molloyg@denbigh.net

Tutor group	Tutor	Email
1AB	Miss Bolt	bolta@denbigh.net
1AM	Mrs Lanzon-Miller	lanzonmillera@denbigh.net
1CS	Mr Simm	simmc@denbigh.net
1GD	Mrs Davies-Fairclough	daviesg@denbigh.net
1GS	Mrs Spittle	spittle@denbigh.net
1HW	Ms Williams	williamsh@denbigh.net
1LP	Miss Pretorius	pretoriusl@denbigh.net
1MS	Mr Stott	stottm@denbigh.net
1MT	Miss Tarazona Bosch	tarazonaboschm@denbigh.net
1SD	Mr Dean	deans@denbigh.net



Curriculum and Assessment



Year 11 School Week

Year 11 students now have **two** Period 7 lessons: Tuesday and Thursday

Wednesdays

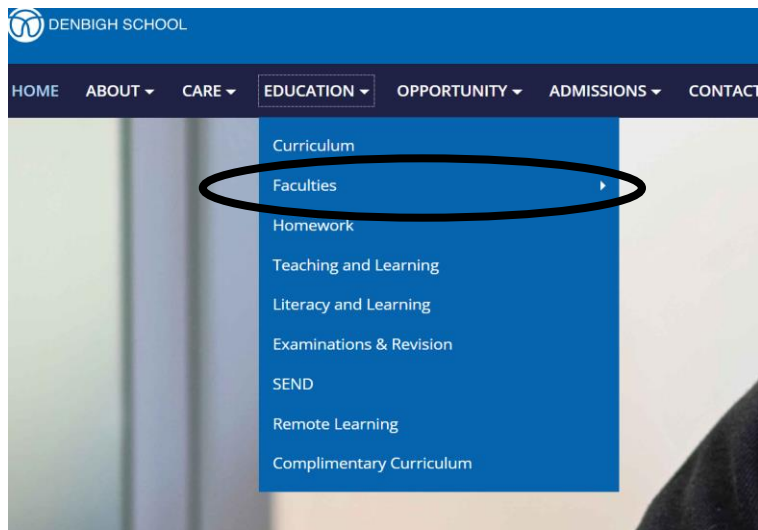
Regular intervention sessions will be provided between 3 and 4pm from October.

Fridays

Regular intervention sessions will be provided between 3 and 4pm as we move towards the middle of the year

Subject	Number of Hours
English	4-5 hours
Mathematics	4-5 hours
Science	6 hours
History/Geography	3 hours
MFL / EB Option	3 hours
PE	1 hour
Option A	2 hours
Option B	2 hours

Schemes of Learning



Schemes of Learning

Each faculty has developed a Scheme of Learning for each subject and year group. The Schemes of Learning outline the curriculum journey that students will embark on each academic year.

Core PE



Year: 11 Subject: GCSE PE	Curriculum Intent: Students will consolidate their knowledge by completing coursework. Many of these topics have been covered in Year 9 and 10. Therefore, Year 11 will be ensuring that core foundation knowledge is and consistently revisited by completing exam questions of varying difficulty. Students will develop their understanding through many real-world sporting examples to allow them to build application skills and provide examples as an illustration. There will be a progression in skills as the ability of the students progresses. Giving students the opportunity to engage in the more challenging extended writing questions as the content delivery and sequence allows.						
	Term 1 <i>Non-exam assessment (NEA)</i>		Term 2 <i>Paper 1 Revision</i> <i>Paper 2 Revision</i>		Term 3		
Topic Titles (in order of delivery)	1. Evaluation of Fitness 2. Analysis of Components of Fitness 3. Overview of Skills 4. Evaluation of Skills	1. Movement Analysis 2. Action Plan	1. Section 1.2 Revision 2. Section 1.1 Revision	1. Section 2.1 Revision 2. Section 2.2 Revision 3. Section 2.3 Revision			
Key knowledge / Retrieval topics	1. Cooper, multi stage fitness test, press up, sit up bleep test, 30M sprint, hand grip dynamometer, one rep max, standing jump, vertical jump, sit & reach, illinois, stork stand, wall throw, ruler drop 2. Cardiovascular Endurance, Muscular Endurance, Speed, Strength,	1. Bones (cranium, vertebrae, ribs, sternum, clavicle, scapula, pelvis, humerus, ulna, radius, carpals, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals, metatarsals), Muscles (deltoid, trapezius, latissimus dorsi, pectorals, biceps, triceps,	1. Components of Fitness, Principles of Training, Fitness Testing, Methods of Training, Prevention of Injury 2. Location of Major Bones, Functions of the Skeleton, Types and Components of Synovial Joint, Types of Movement,	1. Physical Activity, Participation, Commercialisation, Ethics in Sport, Drugs and Violence 2. Characteristics of Skilful Movement, Classification of Skills, Goal Setting, Mental Preparation, Types of Guidance, Types of Feedback			

	Power, Flexibility, Agility, Balance, Coordination, Reaction Time	abdominals, quadriceps, hamstrings, gluteals, gastrocnemius),	Location of Major Muscles, Lever Systems, Planes of Movement, Axes of Rotation, Structure and Function of the Cardiovascular System, Structure and Function of the Respiratory System, Aerobic and Anaerobic Exercise, Short Term Effects of Exercise, Long term Effects of Exercise	3. Health, Fitness and Well-Being, Diet and Nutrition		
	3. As identified per sport in GCSE PE Specification 4. As identified per sport in GCSE PE Specification	Types of Movement (flexion, extension, rotation, abduction, adduction, circumduction), Role of Muscles (agonist, antagonist, fixator) 2. Principles of Training (SPORT, FITT), Detailed Drills, SMART Targets				
Understanding / Sequence of delivery	1. Evaluate the strengths and weaknesses of own fitness levels 2. Justify the importance of each component of fitness in chosen sport 3. Give an accurate overview of all the key skills required for chosen sport	1. Detailed and accurate breakdown of movement analysis and skill classification for chosen skill 2. Production of detail action plan for improvement of skill performance in chosen sport	AO1 – MCQ/SAQ AO2 – SAQ with practical examples AO3 – LAQ with analysis	AO1 – MCQ/SAQ AO2 – SAQ with practical examples AO3 – LAQ with analysis		

	4. Give an accurate assessment of strength and weaknesses of the skills in chosen sport					
Assessment	Theory • AO1 – MCQ/SAQ • AO2 – SAQ with practical examples • AO3 – LAQ with analysis	Theory • AO1 – MCQ/SAQ • AO2 – SAQ with practical examples • AO3 – LAQ with analysis	Theory • AO1 – MCQ/SAQ • AO2 – SAQ with practical examples • AO3 – LAQ with analysis	Theory • AO1 – MCQ/SAQ • AO2 – SAQ with practical examples • AO3 – LAQ with analysis		
	Practical • Range of Skills • Quality of Skills • Physical Attributes • Decision Making	Practical • Range of Skills • Quality of Skills • Physical Attributes • Decision Making	Practical • Range of Skills • Quality of Skills • Physical Attributes • Decision Making	Practical • Range of Skills • Quality of Skills • Physical Attributes • Decision Making		
	Coursework • Evaluation of Fitness • Analysis of Components of Fitness • Overview of Skills • Evaluation of Skills • Movement Analysis • Action Plan	Coursework • Evaluation of Fitness • Analysis of Components of Fitness • Overview of Skills • Evaluation of Skills • Movement Analysis • Action Plan	Coursework • Evaluation of Fitness • Analysis of Components of Fitness • Overview of Skills • Evaluation of Skills • Movement Analysis • Action Plan	Coursework • Evaluation of Fitness • Analysis of Components of Fitness • Overview of Skills • Evaluation of Skills • Movement Analysis • Action Plan		

Non-Examination Assessments (NEAs)

Previously known as Coursework

Not applicable for all subjects but for those that it is applicable to, it is a very important aspect

Carries a significant percentage towards a qualifications final grade

Top Tips

Students need to be aware of what elements of their NEA they need to complete

Students need to be aware of their deadlines

Do not leave it to the last minute to complete assessment tasks

Vocational Certificates and Cambridge Nationals

Students taking the following qualifications will be graded using a Distinction* to Pass system:

- Enterprise & Marketing
- Health & Social Care
- Information Technology
- Health & Fitness
- Child Development
- Hospitality & Catering
- Travel & Tourism

V-Cert Grade	GCSE Equivalent Grade
Level 2 Distinction star	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction star	3
Level 1 Distinction	2
Level 1 Merit	1.5
Level 1 Pass	1
Fail	U

National Cambridge Grade	GCSE Equivalent Grade
Level 2 Distinction star	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1
Fail	U

Target Grades



Target Grades should:

- Be aspirational and motivational to students
- Provide a reference point for student progress against age-related expectations
- Help identify areas of learning that may need improving and required intervention

Target Grades are set:

- Using the Fischer Family Trust (FFT) national database
- Students grouped with similar students from other schools nationally
- End of Year 11 target grades generated place students in the top % of students nationally

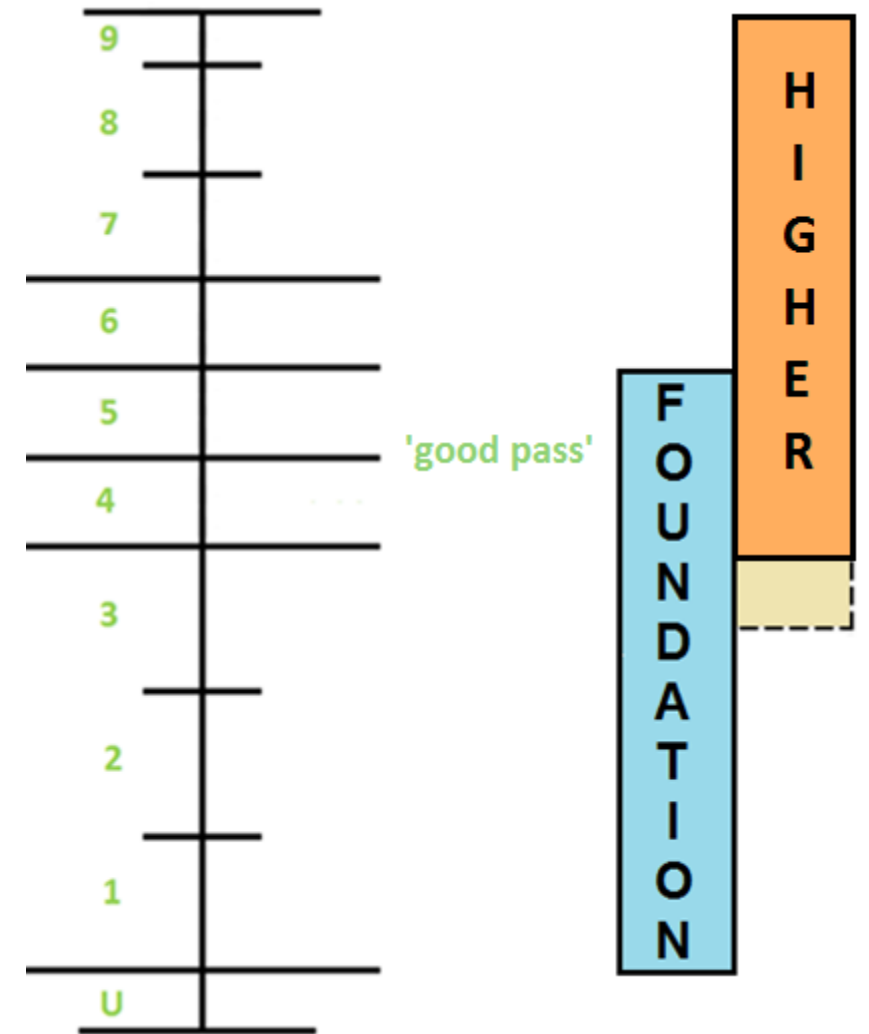
Setting

English, Maths and Science use Setting, with all available data used for this.

Sets will be reviewed periodically across the year.

Final decisions on tiering are to be made after PPEs in Year 11.

No tiering in English – all students can achieve a Grade 9 irrespective of their set.



Academic support and Intervention

On-going
throughout the
Year

In-class

Mentoring

**Online
revision
resources**

**Study skills
sessions**

**Dedicated
tutorial
sessions**

**Intervention
Days**

Power Days

**Revision
Sessions**

The roadmap to achieving

Good Attendance & Punctuality

Being equipped

Positive Attitude to Learning

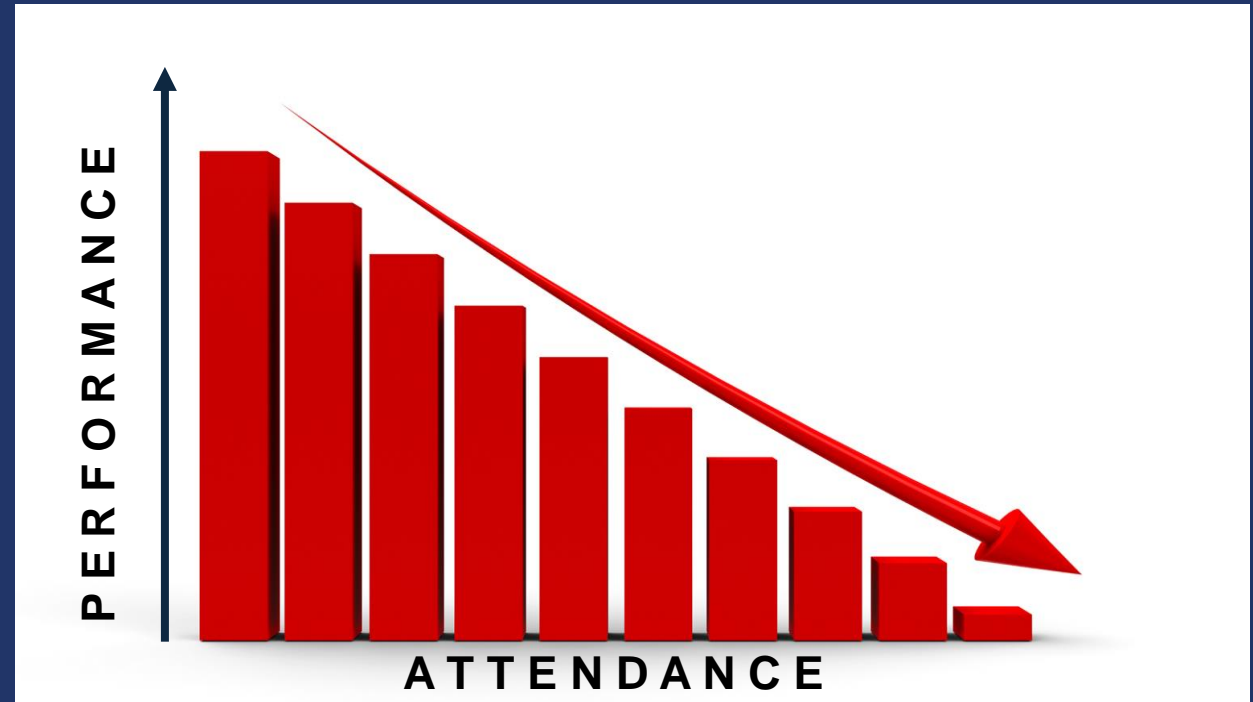
Successful Study



Attendance

Directly linked to performance

Target of 95+% Attendance for all students



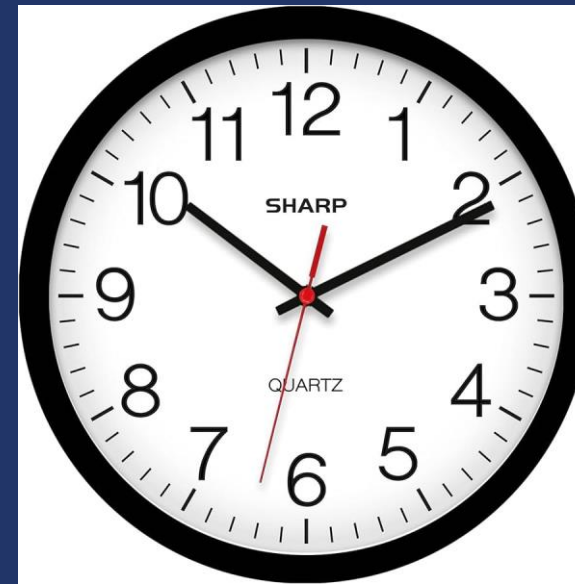
Attendance

ATTENDANCE DURING ONE SCHOOL YEAR	THIS NO. OF DAYS ABSENT	WHICH IS APPROXIMATELY THIS NO. OF WEEKS ABSENT	WHICH MEANS THIS NO. OF LESSONS MISSED
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons
70%	57 days	11.5 weeks	290 lessons
65%	67 days	13.5 weeks	340 lessons

Punctuality

Being not only affects your child, it disrupts others within the also.

Lesson Starters include key recall activities take place to ensure learning gaps are filled.



If in a school year, you are late every day by...

- 5 Minutes
- 10 Minutes
- 15 Minutes
- 20 Minutes
- 30 Minutes

You would have lost approximately...

- 3.5 Days from School
- 7 Days from School
- 10 Days from School
- 14.5 Days from School
- 22 Days from School

or you would have missed approximately...

- 18 Lessons
- 35 Lessons
- 50 Lessons
- 73 Lessons
- 110 Lessons

Equipment

All students should arrive fully equipped to every lesson.

This includes:

- Scientific calculator
- Subject specific equipment e.g. Food & Nutrition, PE, Health & Fitness
- Clear pencil case, well equipped with pens etc.
- *NEW* – School Planner

Attitude to Learning

Student's Attitude to Learning will be assessed using the 5 P's

Punctual
Prepared
Pay Attention
Participation
Pride

Each strand is graded

5. Exceptional
4. Very good
3. Good
2. Room for improvement
1. Cause for concern

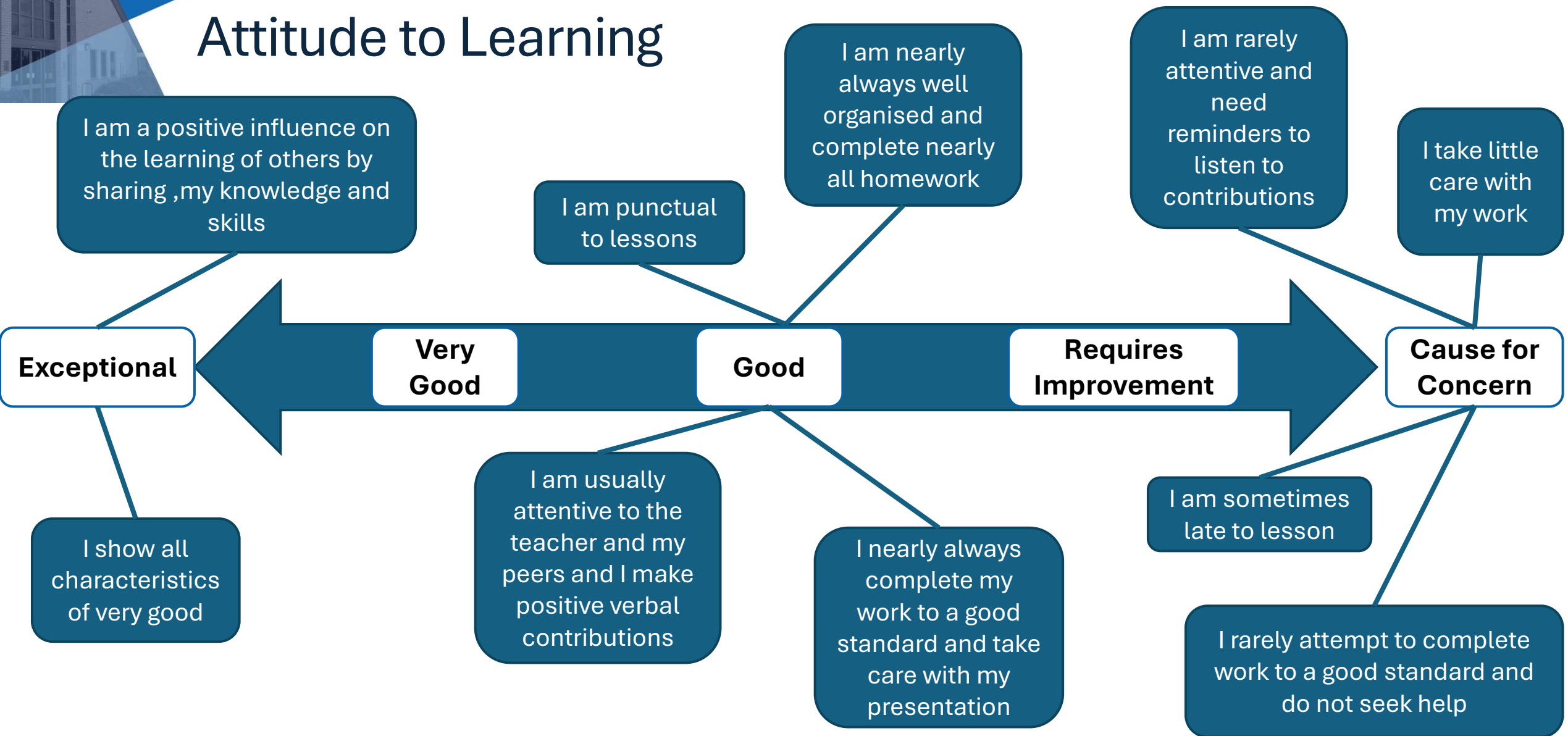


Attitude to Learning

What do the 5 P's mean?

The 5 P's	Meaning
Prepared	I bring the correct equipment to lessons I complete my homework on time
Punctual	I arrive on time to my lessons
Pay Attention	I am attentive to the teacher and my peers' contributions in class I am focused in lessons showing determination to challenge myself
Participate	I make positive verbal contributions in class I participate with enthusiasm in both group and independent tasks I reflect and act upon feedback I complete the work set to a good standard seeking help when needed
Pride	I take care with the presentation of my work and books

Attitude to Learning



Successful Study

To ensure that students can engage effectively, three key concepts need to be in place

**The right
environment**

**Varied and
engaging
revision**

**Good
Organisation**

Creating the right environment

Create the right environment for studying by minimising distractions and optimising positive habits

Minimising Distractions

- Turning off phones, TV's, keeping consoles out of the room
- Keeping a tidy desk

Positive Habits

- Having the correct equipment
- Organised schedule and plans
- Water and healthy snacks
- Regular breaks

Varied and engaging Revision

Making Revision Active

Use revision websites such as GCSEPod, Seneca, and BBC Bitesize

Use revision guides

There is a place for reading textbooks and lesson notes – but this has to then be turned into something active! Flash cards, Mind Maps, Exam questions

Revision should be a long-term process – Little and often

By revisiting work regularly, this will reinforce long-term memory pathways and improve information recall



**Spider diagrams /
mind maps**

**Revision aids around
the house –
Bedroom/Lounge/Toilet**

Flashcards

**Revision websites –
Educake, GCSEPod,
Tassomai**

**Past paper
exam
questions**

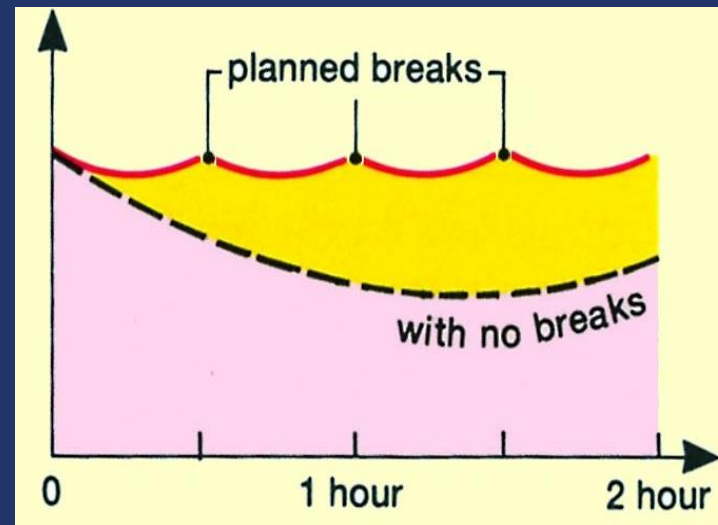
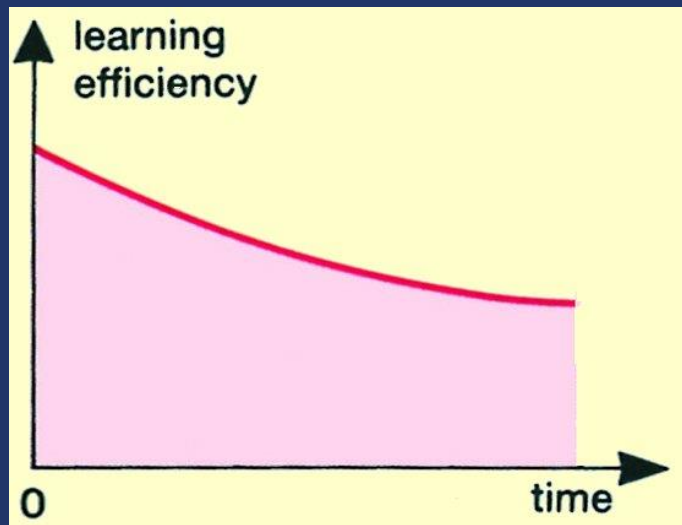
**Closed book
memory tests**

**Pictures/flip chart
sheets – colour**

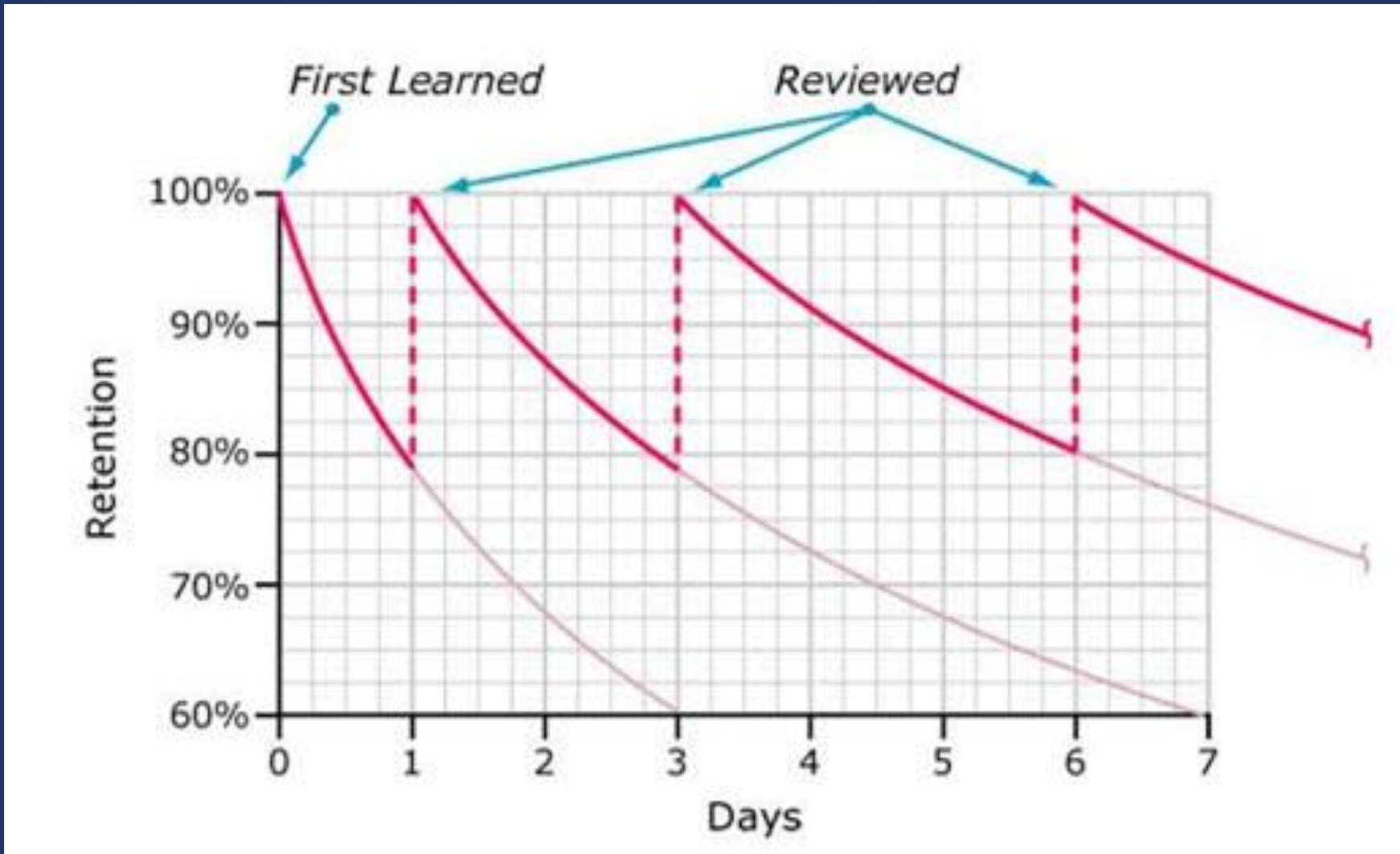
**Revise with
friends /
Questioning**

Breaks are key!

Break up your revision into shorter 25 / 30-minute sessions with breaks in between



Revision



Examinations



Public Examinations

The rules of Public Examinations are directed by the JCQ.

“These regulations have been produced to ensure that the integrity and security of the examination/assessment system is always maintained and is not brought into disrepute. The regulations adhere to the requirements of the qualification regulators in England, Wales, Northern Ireland and Scotland.”



General Regulations for Approved Centres

1 September 2021 to 31 August 2022

For the attention of heads of centre, senior leaders within schools and colleges and examination officers.

Produced on behalf of:



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Public Examinations - Regulations

Students MUST ...

- Be in full school uniform.
- DO NOT write on your hands or clothing before or during an exam
- Avoid such decoration as Henna tattoos.

- Bring a clear pencil case
- Have all the necessary equipment (at least 2 pens, maths equipment, pencils, ruler, rubber etc.)
- Calculators are required for ALL science exams
- Calculators are required for some Maths papers

- No Phones.
- You cannot wear ANY type of watch
- Water make be taken in a label-less see-through plastic bottle



Public Examinations

Malpractice is Rare

- Disruptive behaviour in the examination room or during an assessment session (including the use of offensive language)
- Exchanging, obtaining, receiving, passing on information (or the attempt to) which could be assessment related by means of talking, electronic, written or non-verbal communication



Examinations

Key Dates

GCSE PPEs

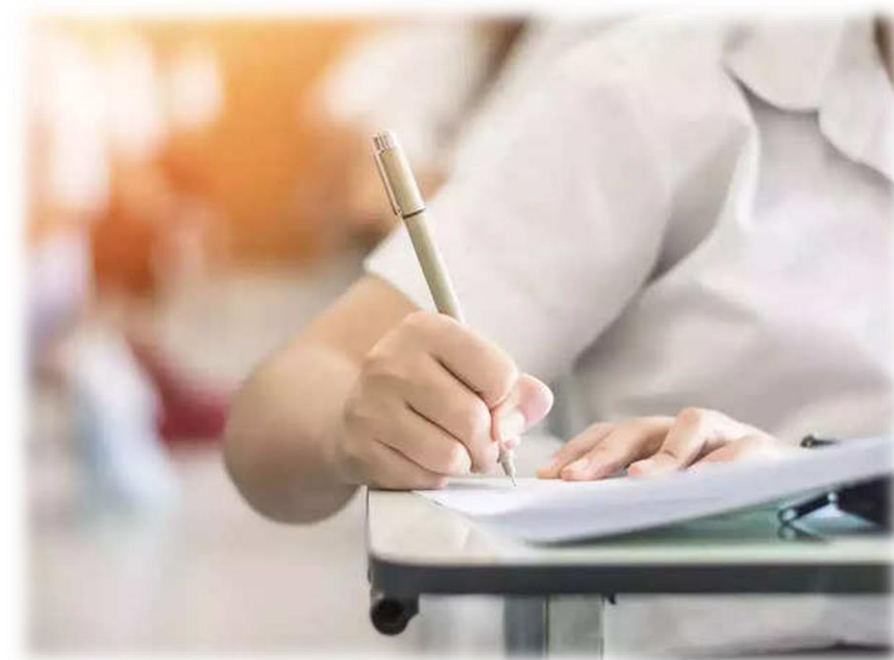
25th November – 6th December

GCSE Examinations

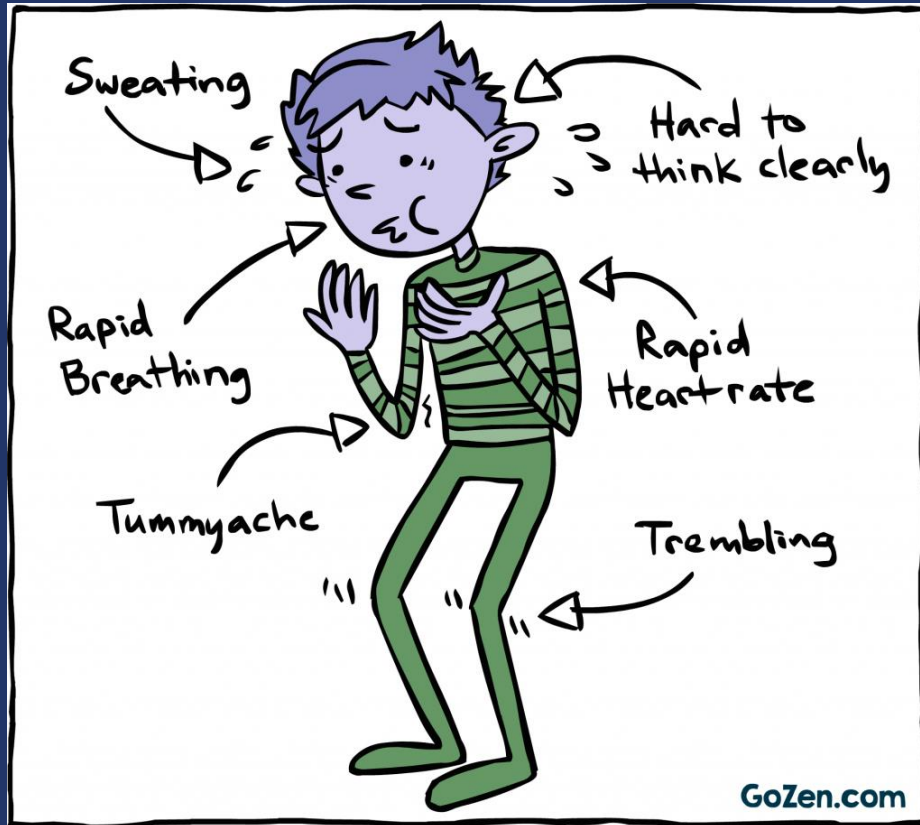
8th May – 20th June

GCSE Results Day

Thursday 21st August



Understanding exam stress



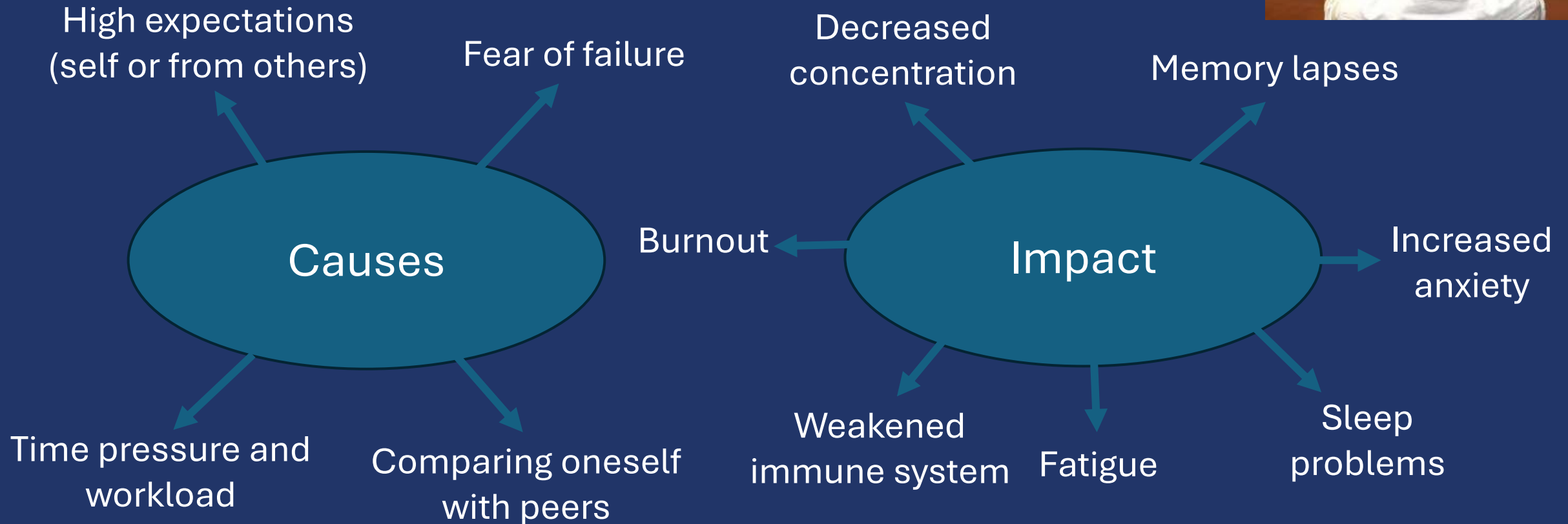
What is Exam stress?

A common feeling of pressure and anxiety experienced before or during exams.

Signs of Stress:

- Physical: headaches, fatigue, difficulty sleeping
- Emotional: anxiety, mood swings, irritability
- Behavioural: procrastination, changes in eating/sleeping habits

Causes and the Impact of Exam Stress



Managing exam stress – 10 top tips for students

What can you do?

1. Planning out your revision
2. Take regular breaks
3. Leaving enough time to revise properly
4. Set achievable goals
5. Stay organised
6. Seek help when needed
7. Find your best study environment
8. Balanced diet
9. Exercise regularly
10. Sleep well

Role of parents in supporting students

1. Be supportive, not pressuring
2. Help create a calm and positive environment
3. Be available to listen
4. Promote balance and model healthy habits



Final tips and encouragement

Remember: Exams are important, but they do not define you.

Focus on effort, not just the outcome.

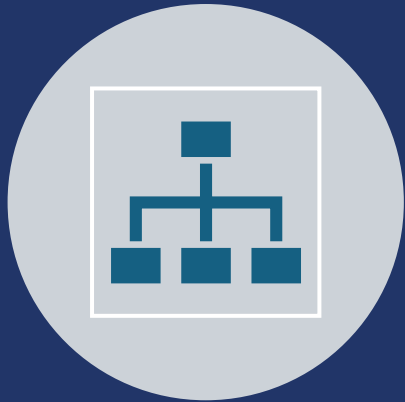
You are not alone; support is always available.

What will your next chapter be?

Mr Bennett
Assistant Headteacher



Post-16 Pathways



A- Levels And
Sixth Form



College



Apprenticeships

Why study A-levels?

- Increased career opportunities
- Provide a pathway to university
- Allows you to study a subject in greater depth

Find out more:

- **Sixth Form Open Evening: Wednesday 15th January**

Sixth Form Entry

- Whether your future aspirations are to attend Denbigh Sixth Form, attend college, or start work, they all have qualification requirements

Basic entry requirements

- 20 points from a minimum of 5 GCSE subjects
- Several subjects do have other additional entry requirements

Making the Most of Year 11

Be E

A-LEVEL	GCSE needed	Grade required
Biology	GCSE Combined Science or GCSE Biology	66+ (Combined) 6+(single)
Business	GCSE English Language and GCSE Mathematics	4+
Chemistry	GCSE Combined Science or GCSE Chemistry	66+ (Combined) 6+(single)
Product Design	GCSE Engineering/Product Design/DT	4+
Economics	GCSE English Language and GCSE Mathematics	5+
English Language & Literature	GCSE English Language and GCSE English Literature	4+
English Literature	GCSE English Literature	6+
French	GCSE French	6+
Further Mathematics	GCSE Mathematics	8+
Geography	GCSE Geography/History/Religious Studies	6+
German	GCSE German	6+
History	GCSE History/Geography/GCSE Religious Studies	6+
Mathematics	GCSE Mathematics	7+
Music	Grade 5 music exam	5
Physics	GCSE Combined Science or GCSE Physics	66+ (Combined) 6+(single)
Spanish	GCSE Spanish	6+
More than 1 Science A Level	If studying GCSE Combined Science	77+

Sixth Form @ Denbigh

- A number of events will take place during this year to support both parents and students with understanding their future post-16 pathway

Futures Day: Friday 18th October

Students experience a day as a Sixth Form Student
Alternative careers-based sessions included

Sixth Form Open Evening: Wednesday 15th January

Year 11 Leadership Interviews: Wednesday 29th January

Sixth Form Application Deadline: Friday 28th February

MK College

- Offer both Vocational and academic pathways
- Broad variety of courses such as T-Levels, BTEC's and apprenticeships
- Qualifications offered that also provide a pathway to university
- Many of their courses have continual assessment focus
- Many of the courses include work experience placements that form part of the qualification assessment



MK College



Level 1 – Foundation Stage – Equivalent to GCSE Grades 1 – 3



Level 2 – Intermediate Stage – Equivalent to GCSE Grades 4 – 9



Level 3 – Advanced Stage – Equivalent to A-Levels

For level 3 courses

5 x Grade 4s at GCSE, Including English language, Maths and Science

Entry requirements for other courses will vary

T- Levels – Vocational equivalent to A- Levels

- 80% classroom based, 20% of spent on an industry placement
- Equivalent to A-Levels. You focus on 1 subject rather than 3.
- Distinction* is equivalent to 3 A* grades.
- Accepted by many universities – including some Russell group universities
 - Education and Childcare
 - Construction
 - Digital Support Services
 - Digital production Design and Development
 - Design and Development for Engineering and Manufacturing
 - Engineering, Manufacturing, processing and control

Apprenticeships

- Earn while you learn
- High-quality training at an affiliated college
- Lots of entry routes
- Leads to employment/ further training for the vast majority



Levels of Apprenticeships

LEVEL



SKILLS, KNOWLEDGE & BEHAVIOURS

Considerations

- What are your child's strengths and interests?
 - Academic or Practical learner
 - What are their career aspirations
- What is their level of independence?
 - Will they be able to manage their time effectively for A-Levels?
 - Will they be able to balance studying and working at the same time?
- Will the education provider be able to provide the right support systems for your child?
- Will the route they take provide them with broad and varied opportunities?

Some useful starting points

- Useful careers links

<https://www.niftylift.com/uk/careers/apprenticeships>

<https://www.fcdoservicescareers.co.uk/career-areas/apprenticeships/>

<https://www.gov.uk/apply-apprenticeship>

<https://www.unifrog.org/student/apprenticeships/start>

- Appointment with Ms Agbame – Careers advisor

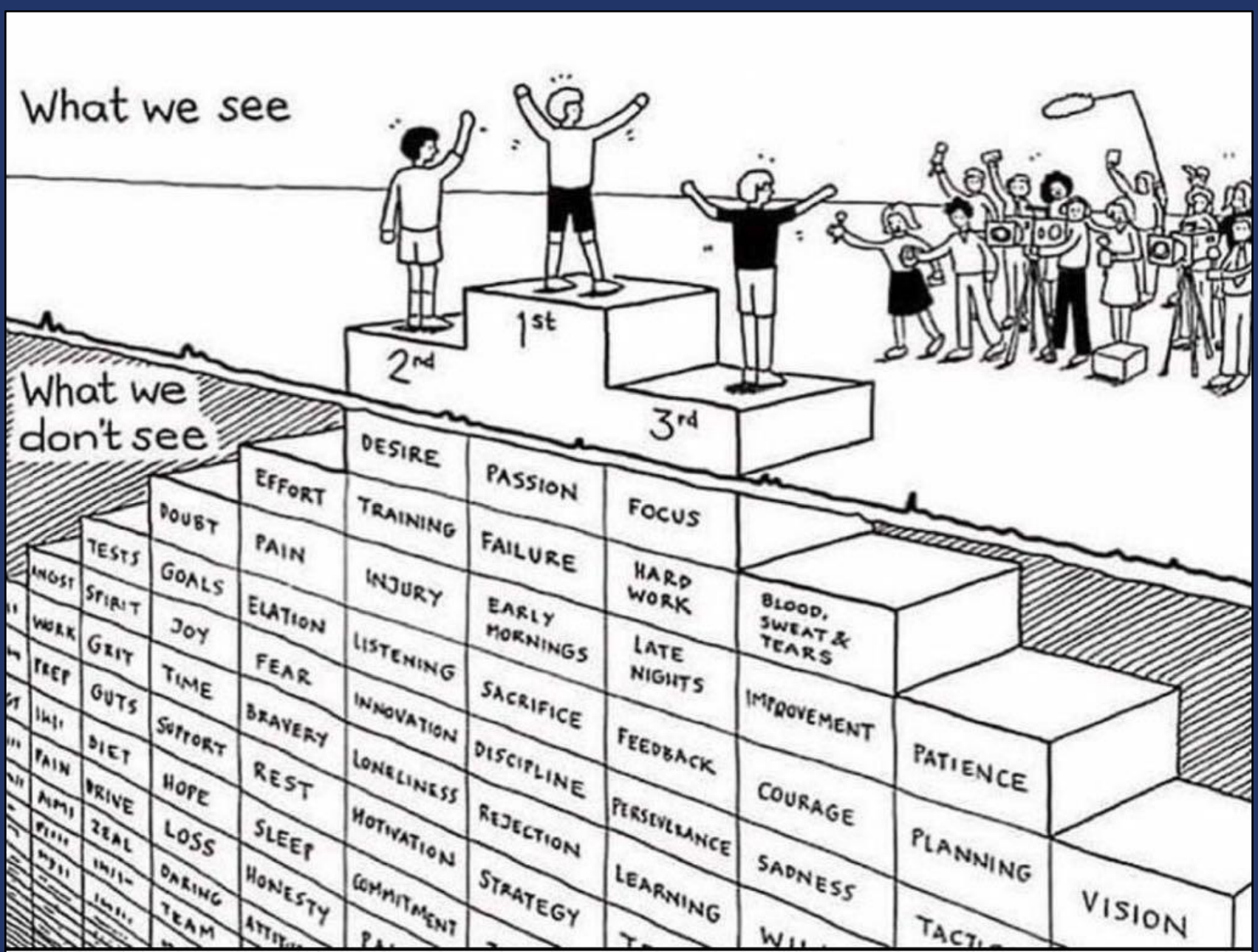


Making the Most of Year 11

Be Engaged | Be Kind & Respectful | Do No Harm



DENBIGH SCHOOL





Thank you for listening and attending this evening's presentation

Resources will be sent out via ParentMail

Have a safe journey home

Key Dates

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