

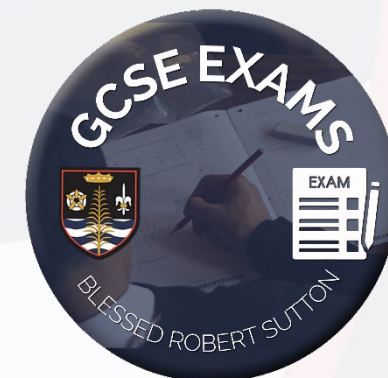


Welcome to BRS!

Year 10 GCSE Success Evening

January 28th 2026

Whilst we wait: Discuss what you could do as a family to secure success at GCSE





Housekeeping

We are not expecting a Fire Drill, but if there is a Fire Alarm, please make your way out of the building via the nearest available exit, e.g, the main entrance, or the door to the left and make your way to the Bus Park.

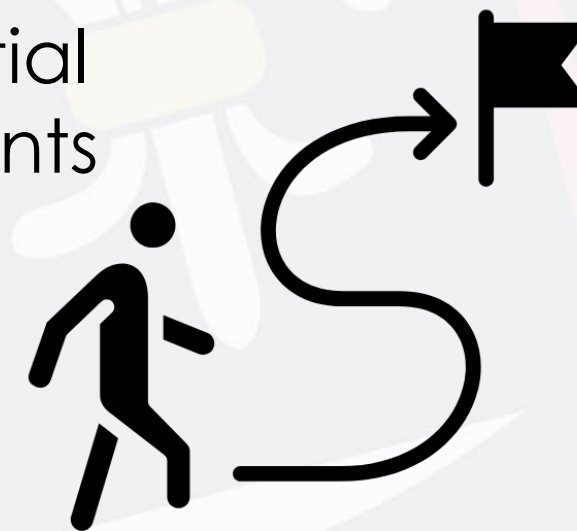
Toilets are located as you exit the Hall – to the right for staff toilets, to the left and down the corridor for student toilets.





Welcome to Blessed Robert Sutton Catholic Voluntary Academy

- Committed to **all** students realising their potential
- Providing an excellent education for ALL students
- The highest expectations of all students
- Dedicated pastoral care
- Developing the whole child
- Working in partnership with Parents and Carers





Staff this evening...

Mr Gray

Headteacher

Mr Hopkins

Assistant Headteacher

Safeguarding, Attendance

Ms Goodwin

Deputy Headteacher

Quality of Education

Mrs Bannister

Assistant Headteacher

Behaviour & Standards

Mr Davies-Tagg

Assistant Headteacher

Data and Progress

Mrs Langston

Assistant Headteacher

SENCO

Mr Davies

Head of Year





Aims of this evening:

- To understand GCSEs - overview
- Share key messages about the exam process and Key Stage 4
- To support you in supporting your child as they prepare for examinations
- Find out more about revision techniques





HOW ARE GCSEs DIFFERENT TO THOSE TAKEN BEFORE 2017?





*Used to be U, G – A**

Now U, 1 – 9

| New GCSE Grading Structure | | | | | | | | | |
|----------------------------|---|---|---|---|--------------------|---|---|---|---|
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U |
| | | | | | 4 = C and above | | | | |
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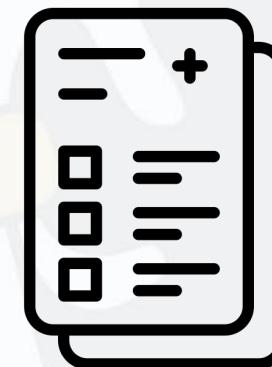
GCSEs

- Two-year courses (Years 10–11)
- Graded 9–1
- Exams mainly summer Year 11
- Some coursework/controlled assessment e.g. Portfolio, PEP in PE (Personal Exercise Plan) or NEA (Non Exam Assessment).





GCSE Grades



- Grade 4 = 'standard pass'
- Grade 5 or above = 'strong pass'
- Grade 9 is top % of students across the country – equivalent to an A**
- 'Standard pass' equivalent to old grade C
- Students will not have to re-sit English or Maths if they have a grade 4 or higher
- Most 6th form providers want a 5 or higher for pupils to enrol on A-Level courses

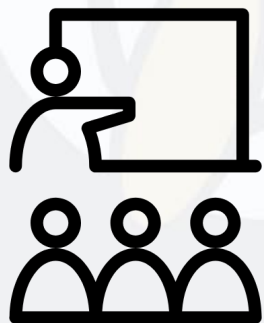




To enable the most success...

Parental engagement in supporting learning in the home is the single most important changeable factor in student achievement.

Harris and Goodall, 2007





Key dates – Year 10

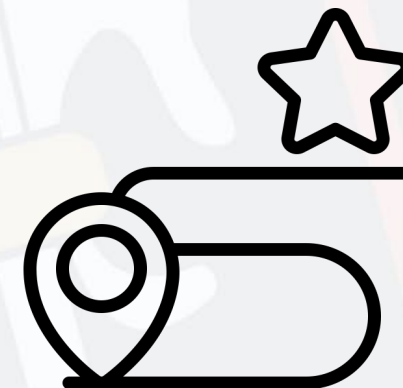
March – 16th April – Parents Evening

April – 20th April – Year 10 Mocks A Start

May – 1st May – Year 10 Mocks A End

June- 22nd June – Year 10 Mocks B Start

July – 3rd July Year 10 Mocks B End/ 14th July Rewards Trips





High Aspirations for All



What Are FFT Targets?

FFT = Fischer Family Trust

- FFT targets are **nationally benchmarked GCSE targets**
- Based on prior attainment (e.g. KS2 results)
- They show what pupils with similar starting points typically achieve

Used by the school to:

- Set high but realistic expectations
- Track progress and identify support needs

FFT targets are not limits – they are starting points.



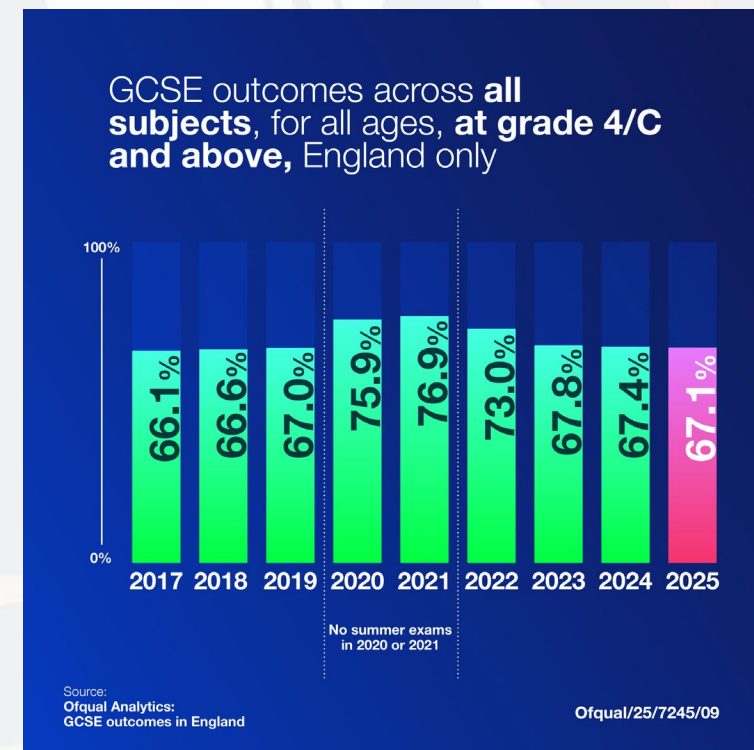


Understanding Progress at KS4



In Key Stage 4, pupils begin studying content that will be examined at the end of Year 11. Because they are still early in the course, it is normal for their progress to fluctuate as they encounter new and more challenging topics.

To support learning, we assess pupils regularly throughout the year. These assessments are not designed to judge final outcomes or predict GCSE results. Instead, they give teachers a clear picture of how well pupils are understanding recent content and where additional practice or support may be needed.





What is Progress 8?

Progress 8 measures progress, not just results

- Compares GCSE results with pupils nationally who had similar KS2 scores
- Focuses on **progress across 8 subjects**, including:
 - English and Maths (double weighted)
 - Science
 - Humanities
 - Other approved subjects

A score of **0** = average progress nationally

A **positive score** = above-average progress

This rewards effort, improvement and consistency.

[Progress 8 \(explained in 3 minutes\)](#)





Why Progress May Vary Over Time



Please be reassured that pupils are **not expected to be working at their target grade in Year 10 or early Year 11** — they simply have not yet covered sufficient course content. Their understanding and confidence will naturally grow as the curriculum progresses.

It is entirely normal for pupils to:

- Show stronger performance in units they have recently studied,
- Find new or complex topics more challenging,
- Make rapid gains in some subjects and more gradual progress in others.
- As teachers introduce new GCSE content and skills, some temporary dips in performance are expected. These are part of the learning process and help us identify where to support pupils more closely.





What is Attainment 8?

Attainment 8 measures overall achievement

- Adds up GCSE grades across the same 8 key subjects
- Reflects how well pupils perform **overall**
- Strongly linked to future pathways (sixth form, college, apprenticeships)

High attainment comes from sustained effort across all subjects.























Common Issues – Key Stage 4 GCSE Success

- Not starting revision early enough
- Forgetting to revise key topics
- Reading notes again and again
- Not gearing revision to specific exams
- Putting off revision – Lack of motivation
- Losing interest
- Unable to fit revision into schedule
- Feeling overwhelmed
- Revising what you are confident with already





Exam Boards – Ensure you know the right ones for each subject.

| | | | | | | | |
|---|--|---------------------------------------|--|---|---|-------------------------------|--|
| English Language AQA |  | English Literature AQA |  | Mathematics OCR |  | Science Combined AQA |  |
| Science Separates AQA |  | French AQA |  | Spanish AQA |  | History AQA |  |
| Geography AQA |  | Religious Education Eduqas-Route B |  | Computer Science OCR |  | Art & Design Eduqas |  |
| Art Textiles Eduqas |  | Design & Technology AQA |  | Food & Nutrition AQA |  | Physical Education Edexcel |  |
| Music AQA | | | | Drama AQA | | | |
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What can students do to support themselves?

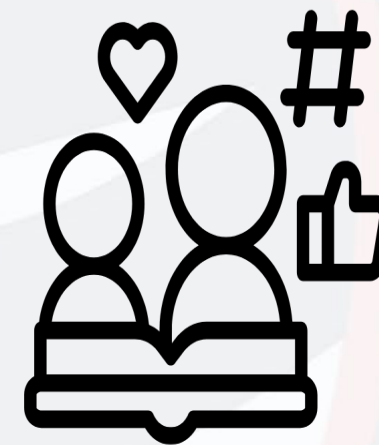
- 100% effort in lessons
- Ask for help as and when they need it
- Attendance
- Punctuality
- Get organised!
- Equipment
- Create a revision plan – little and often, start early





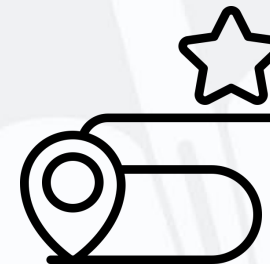
How to support at home

- Create a quiet space away from distractions = mobile phones are weapons of mass distraction!
- Make sure they have the resources they need - revision guides, Post-It notes, highlighters etc and somewhere to store their resources in an organised way.
- Make sure they are getting enough rest and sleep.
- Interest not pressure.
- Focus on students learning and not their results.
- Encourage your child to be on time – 5 mins late, twice a week is 3.8 hours lost until the exams begin.
- Energy - breakfast and lunch.
- Encourage completion of home learning.





Year 11 Rewards



Blessed Robert Sutton
Catholic Voluntary Academy

**Year 11
Passport to Rewards**

Class Of
2026

BRS
Passport
to
Rewards

Name -

Form -

'Academic excellence, spiritual development
and social awareness through Christ.'

St Ralph
Sherwin
Catholic Multi Academy Trust

Blessed Robert Sutton
Catholic Voluntary Academy

Date-

Total visa stamps-

| | Achievement Points Received | Warning Given | Detention Given | Removal from class | Visa Stamp | Teacher Signature and Comment |
|----------|-----------------------------------|------------------|--------------------|-----------------------|----------------------|----------------------------------|
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St Ralph
Sherwin
Catholic Multi Academy Trust

- ❖ Rewards Trip
- ❖ Hoodies
- ❖ Leavers' Assembly
- ❖ Prom





| Attendance | A8 | P8 |
|-------------------|--------------|-------------|
| 97% - 100% | 52.89 | 0.21 |
| 95% - 96.9% | 42.05 | 0.13 |
| 93% - 94.9% | 41.68 | 0.08 |
| 90% - 92.9% | 34.88 | -0.11 |
| 0% - 89.9% | 30.18 | -0.62 |



**Attendance
Matters**

Every student. Every day.

Attainment 8 – calculated by adding together the highest scores from 8 government approved GCSEs

NO P8 this year for current cohort.

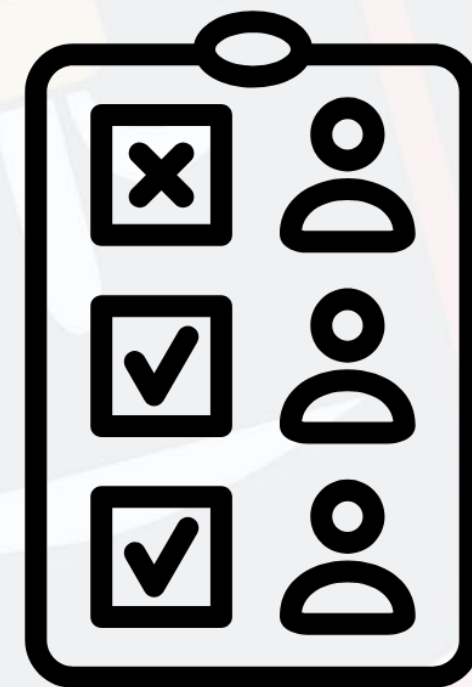
Progress 8 – the valued added from primary school, based on SATs





Every lesson counts.

- 90% attendance equals 4 weeks missed in a year.
- Evidence clearly shows students whose attendance is poor do not perform well in their GCSE examinations.
- 17 days missed, equals a drop of **one grade in every subject**, according to DfE research.
- If attendance is 95% or higher there is a 75% chance of achieving 5+ 9-5 grades.
- If attendance is 88% or lower, there is only a 26% chance of achieving 5+ 9-5 grades.





What can impact learning?

Sleep and food



A survey of GCSE students in England found that **29%** of the young people **stay up until after 1 a.m.** and **half** said they went to school **without eating breakfast.**





Restricting Access to Devices

Devices and Blue Light





Mental Health

- Attendance difficulties are often a **symptom**, not the root issue. Year 10 is a key point where:
 - Stress increases
 - Self-esteem may dip
 - Exam pressure becomes real
- We have dedicated our PSHE and form time learning programmes this year to focus on these issues to support students including
 - Sessions related to TenTen Resources on RSE including self image, attitudes and beliefs, sex, pregnancy and parenthood.
 - Being part of communities and the positive effects of this and negative issues facing communities e.g. radicalisation and hate crimes
 - Wellness Wednesday sessions focused on supporting mental health
 - Mental health focus weeks
 - Mental Health Ambassadors and support from the Mental Health Schools Team including staff training
 - Support from other external agencies as needs are identified
 - More information available – 5th February – **Empowering parents: Safety, AI Awareness and Support Networks 6-8pm – talks at 6:15pm; 6:45pm and 7:15pm**
- Social media – follow us on Facebook and X
 - Use platforms to share support services, events etc. To support parents and students





What we do to support in and beyond school

Safeguarding @ BRS

SUICIDE
the biggest killer of young people in the UK.

HOPELINE247

0800 068 4141
88247
pat@papyrus-uk.org

If you are having thoughts of suicide or are concerned for a young person who might be, you can contact HOPELINE247 for confidential support and practical advice.

More information is available on our website: papyrus-uk.org

WELLBEING

We Are a PAPYRUS-Safe School

Our school is proud to be part of the PAPYRUS Prevention of Young Suicide network. This means we are committed to supporting the mental health and wellbeing of all our students.

We raise awareness about suicide prevention and emotional wellbeing.

Staff are trained to spot signs of distress and offer support. Students and families can access HOPELINE247, a free and confidential helpline. We work closely with parents, carers, and support teams to create a safe and supportive environment. Our goal is to help every young person feel heard, valued, and safe. Together, we can make a difference and ensure no young person feels alone.

PAPYRUS
Prevention of Young Suicide

PR
PROTECTOR
REGULATOR

© PAPYRUS Prevention of Young Suicide

IF YOUR CHILD UNWRAPS A PHONE, TABLET OR GAMES CONSOLE THIS CHRISTMAS, SETTING IT UP TOGETHER WITH A FEW CLEAR RULES AND PROTECTIONS WILL MAKE A BIG DIFFERENCE. THE CHECKLIST BELOW CAN BE COMPLETED IN AROUND 20-30 MINUTES AND IS BASED ON TRUSTED UK GUIDANCE AND TOOLS

1. SET IT UP TOGETHER AND AGREE THE GROUND RULES

- Make the first-time setup part of the excitement: sit with your child, agree passwords, what's appropriate to download, and where/when the device can be used (e.g., not in bedrooms at night). Talking early and often builds trust and makes it more likely they'll come to you if something goes wrong. (UK Safer Internet Centre saferinternet.org.uk)

2. TURN ON BUILT-IN PARENTAL CONTROLS

- Apple (iPhone/iPad): Use Family Sharing and Screen Time to set age-ratings, app limits, bedtime/downtime, communication limits and Ask to Buy for purchases. Communication Safety is on by default for under-18s in the UK and can be managed in Screen Time. - More support here - support.apple.com
- Android/Chromebook: Install Google Family Link to set screen-time schedules (Downtime/School time), approve or block apps, filter browsing (SafeSearch/Chrome site lists), and share location when appropriate. - More support here - families.google.com/intl/en-GB/familylink • support.google.com
- Consoles/Smart TVs: Use each platform's family/child accounts to limit chat, set play-time and spending caps, and apply age ratings. (NSPCC parental controls overview; console parents' pages) nspcc.org.uk/parental-controls

3. MAKE PRIVACY THE DEFAULT (AND SWITCH OFF LOCATION)

Services used by children in the UK should provide high-privacy settings by default, limit profiling, and have geolocation off unless there's a compelling child-benefit reason. Still, check each app's privacy controls and turn off location sharing unless you specifically need it.

4. ADD HOME & MOBILE NETWORK FILTERS

Turn on your broadband provider's free parental filters (they apply to every device on your Wi-Fi). Customise the categories (e.g., adult content, hate/violence) and set schedules. (UK Safer Internet Centre guide; Virgin Media example) saferinternet.org.uk/parental-controls-offered-by-your-home-internet-provider • virginmedia.com/help/security/parental-controls

On the go: Look for venues showing the Friendly WiFi symbol (filtered public Wi-Fi), and remember mobile data isn't covered by home filters—use device controls too. (UK Safer Internet Centre - saferinternet.org.uk)

5. RESPECT MINIMUM AGES AND ADD PLATFORM PRIVACY

The largest area of safeguarding concerns in schools at present relates to social media and the fallout from this. Most social apps are 13+ (TikTok, Instagram, WhatsApp). Keep younger children on age-appropriate platforms (e.g., YouTube Kids), and for teens make accounts private by default, restrict who can comment/message, and review tags/mentions.

6. KEEP ROUTINES HEALTHY (AND FESTIVE!)

- Bedtime first: Set Downtime (Apple/Android) so devices aren't used overnight; charge outside bedrooms.
- Family agreement: Write a short "digital family agreement"—where devices can be used, when, what to do before new apps are added, and how to ask for help.
- Holiday gatherings: Children often use cousins'/friends' devices; agree the same rules apply and check controls on shared devices.

Since 25 July 2025, platforms must use robust age checks to block children from the most harmful content and reduce exposure via algorithms—another reason to keep privacy and safety settings high.

(Department for Science, Innovation and Technology) gov.uk/news/whats-changing-for-children-on-social-media-from-25-july-2025

7. KNOW WHERE TO REPORT AND GET HELP

- Grooming/unsafe contact: Report directly to CEOP (Child Exploitation and Online Protection); in an emergency call 999. ceop.police.uk—How CEOP can help & ceop.education.co.uk/parents
- Advice & helpline: The NSPCC Helpline 0808 800 5000 offers expert support for parents; their site has step-by-step parental control walkthroughs. nspcc.org.uk-online-safety-hub & nspcc.org.uk-parental-controls
- General guidance & resources: UK Safer Internet Centre (guides, filtering/monitoring) • Internet Matters (device/app how-tos & family agreement templates) saferinternet.org.uk • internetmatters.org/setupsafe

A FINAL WORD

Parents often feel that children "know more" about tech—so controls can seem daunting. The good news: built-in tools + clear family rules + regular conversations are what matter most, and they're quick to set up.

NEW DEVICES AT CHRISTMAS

NEW DEVICES AT CHRISTMAS





What we do to support in and beyond school

Help at school

- Following today's lesson you can get help from
 - Your friends
 - Your form tutor
 - Your Head of Year
 - Any of the safeguarding team
 - Any trusted adult you may have in school

SAFEGUARDING INFORMATION

REPORT ANY CONCERNS TO:
safeguarding@brs.srscmat.co.uk
01283 749 450

Safeguarding Team

Mrs Brown
Mrs Hopkins
Mrs Smith
Mrs Miller

Pastoral Support Team

Mr Mills
Mrs Kucharik

Extended Safeguarding Team

Mrs Brown
Mrs Gibson
Miss Miller
Miss Page

Child Protection First Response:
Staffordshire: 0300 111 5007
Monday to Thursday 8:30am-5:00pm
Friday 8:30am-4:30pm
(Staffordshire out of hours: 0345 504 2886)
Derbyshire 24hr: 01829 533 590
Leicestershire 24hr: 0115 305 0005
Leicester City: 0115 454 1004

Our first priority is that all children feel safe in OUR school

If you do not feel safe, or you are worried about someone else, you must speak with an adult you trust. The staff listed here are responsible in the school. Please speak to/email them if you have any concerns.

St Ralph Sherwin

@ BRS

WELLBEING

Are you feeling anxious, overwhelmed, worried, stressed or just not yourself? Look out for a 'safe space' a member of staff will be on hand to help you.

Safe Space

Need support? The Pastoral Office is open all day everyday if you need to talk. Remember a problem shared is a problem halved!

Really Helpful Apps

Catch it, Calm, stem4, MINDS, keoth, SAMELINO MIND, headspace, PAPERUS, YOUTH FOR CHRIST, MINDSPACE, CHILL PANDA, YOUNG MINDS.

Useful Contacts

Childline-www.childline.org.uk
Mind-www.mind.org.uk
Samaritans-www.samaritians.org
Frank-www.talktofrank.com
Beat-www.beatingeatingdisorders.org.uk
Ditch the label-www.ditchthelabel.org
Bereavement-www.hopeagain.org.uk
Shout-www.giveusashout.org
Drinkline-www.drinkaware.co.uk
The Mix-www.themix.org.uk
Sandbox-thesandbox.mindler.co.uk
Shout-Text SHOUT to 85258 (24/7)

Tips to promote positive wellbeing

- Do something for yourself
- Connect with others
- Focus on the present
- Stay active
- Good Sleep
- Eat healthily
- Have a break from screen time

In an emergency / risk to life
Ring 999 OR GO TO A&E

Hand any filled in forms to reception & a member of staff will contact you.





Information relating to areas of support for parents

<https://www.robertsutton.srscmat.co.uk/parents/parental-support/>

Information relating to areas of support relating to safeguarding

<https://www.robertsutton.srscmat.co.uk/information/safeguarding/#1625141633303-72c7c027-b393>





Family Circumstances

- Changes at home (illness, separation, financial stress) often affect students before parents realise the impact school.
- If family circumstances are affecting your young person, please tell us. Support is available, and conversations are treated sensitively.





Supporting students with SEN

- ▶ Preparation for exams - targeted revision support in the Inclusion Hub
- ▶ Modelling techniques
- ▶ Access arrangements
- ▶ Preparation for access arrangements
- ▶ Mentoring





SEND

- Based on evidence and need
- Reviewed regularly
- Must reflect normal classroom practice



Joint Council for
Qualifications CIC

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes

Exam Access arrangements testing and confirmation – If you son/daughter has exam concessions in place it is **extremely important that they use them for every exam** as we have to submit evidence to state it is their normal way of working. If students do not use their concessions, they will be taken away



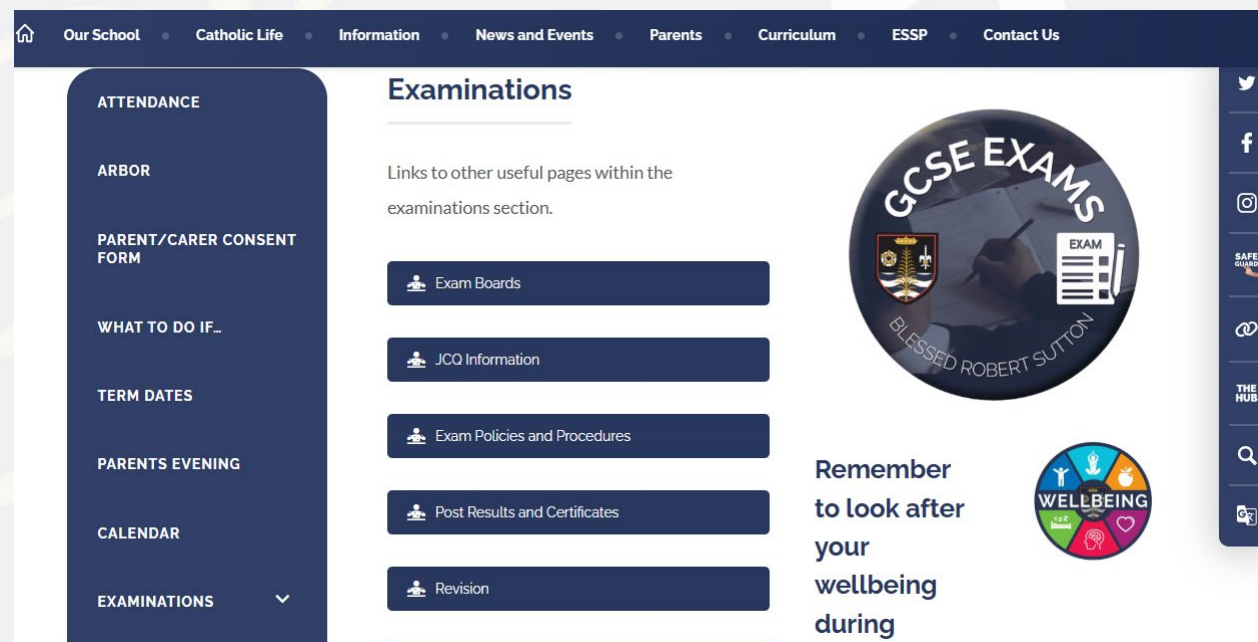


Useful Information

You will find lots of helpful information on our website:

<https://www.robertsutton.srscmat.co.uk/parents/examinations/>

- Exam Board Details
- Exam policies
- Timetables
- Wellbeing ideas






Exam Regulations and Expectations

- School uniform must be worn for **all** examinations
- No bags or coats are allowed in the exam hall

Mobile Phones/Watches/ No web enabled source of information

- You **MUST NOT** have any of the above on your person in the examination room, whether switched on or not
- Anything with writing on it, including water bottles. Water bottles must be see-through and labels removed.

How you can help: Please reiterate the need for all rules to be followed and the serious consequences if they aren't.




AQA City & Guilds CCEA OCR Pearson WJEC

Warning to Candidates

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material is **not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

The *Warning to Candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

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AQA City & Guilds CCEA OCR Pearson WJEC

NO MOBILE PHONES SMARTWATCHES MP3/4 PLAYERS NO POTENTIAL TECHNOLOGICAL/WEB ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.





Exam Regulations and Expectations

- All students need to bring their own equipment IN A CLEAR pencil case/bag
- Black Pen (more than one)
- HB Pencil (more than one)
- Ruler
- Eraser
- Scientific calculator
- For some subjects, extra equipment may be required which departments will ensure students know



How you can help: ensure they have plenty of the correct equipment prior to the exams. Encourage them to pack their bag the night before and know what they need for the following day

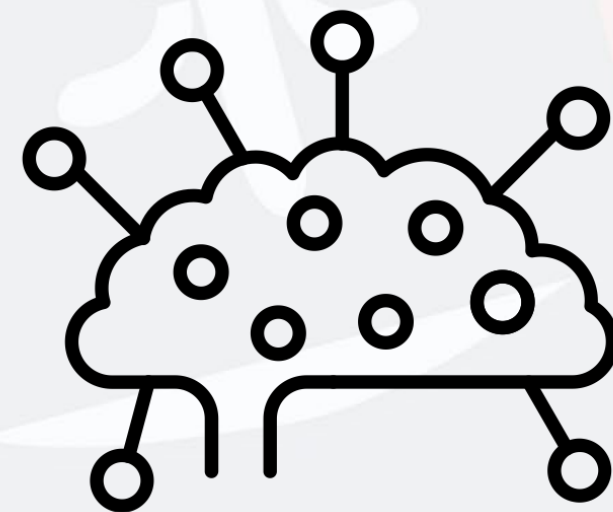




Revision Strategies

Revision Techniques that we will practice in school this year:

- How to create a Revision Timetable
- Mind Mapping
- Flash Cards
- Cornell Notes
- Revision Guides
- Exam Essentials



How to create a Revision Timetable



DOs

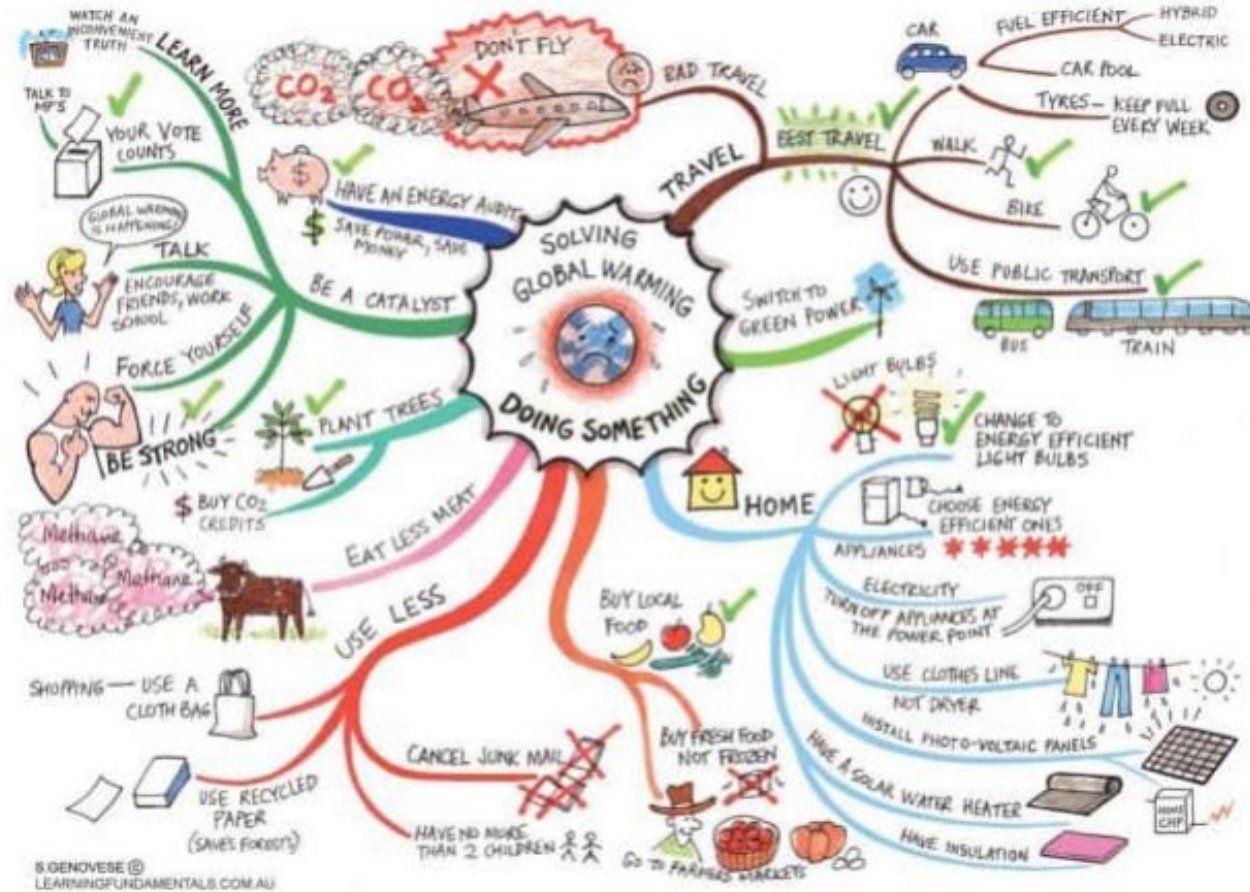
Consider how much time do you have to revise.
Prioritise and balance your subjects/topics.
Break subjects into topics.
Allocate 30 minute time slots.
Plan what to do in each revision session.
Stay flexible.
Make your timetable achievable.



DON'Ts

Leave everything until the last minute.
Just focus on your favourite subjects.
Just focus on the topics you feel happy with.
Work on one subject for hours.
Just pick up a random resource to revise.
Get stressed if you can't follow your timetable.

Mind Mapping



Mind Mapping

Great for collecting all information about a topic on one page and maximising the working of both sides of our brains.



DOs

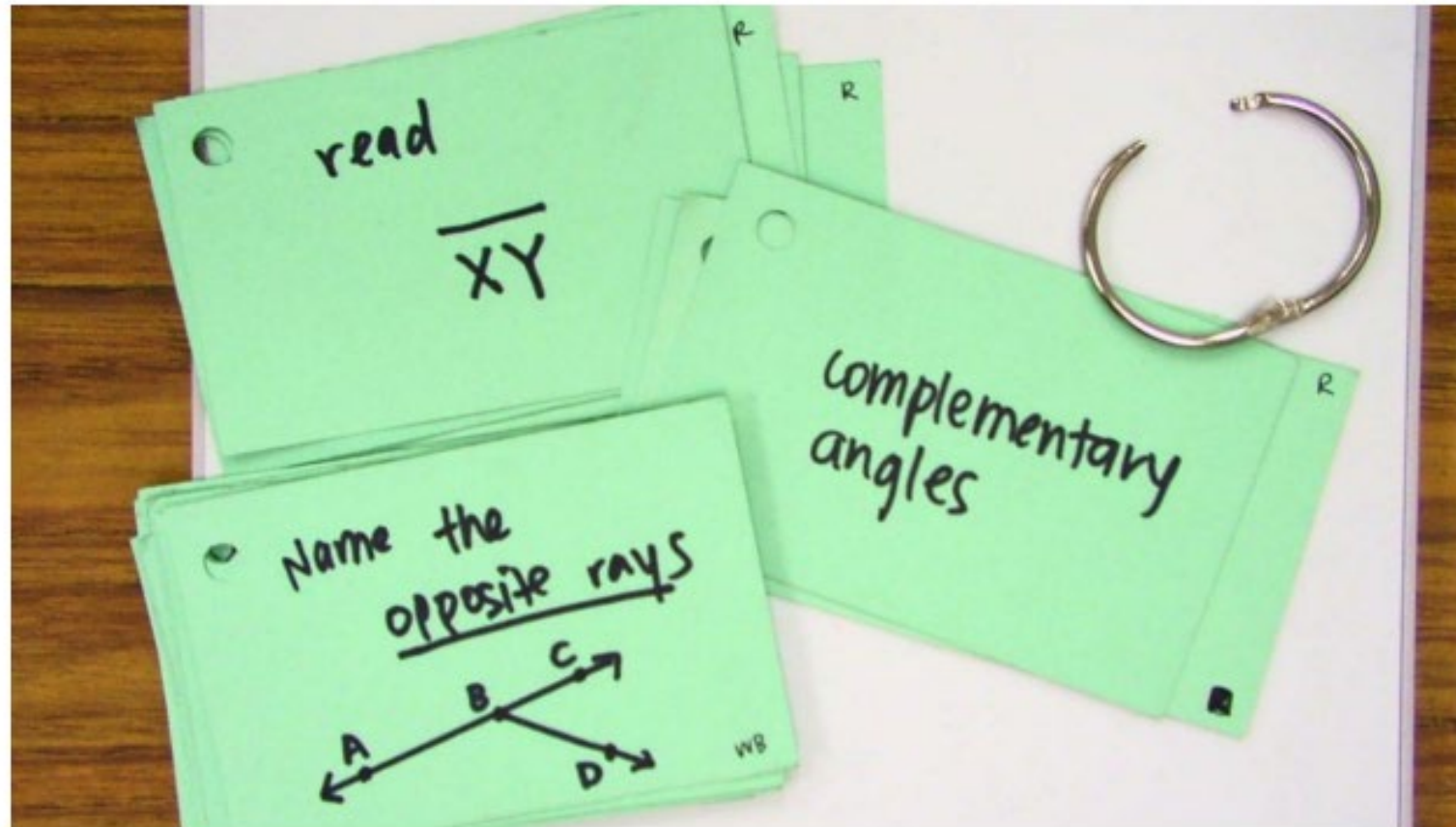
Use different colours for different topics.
Use A3 paper to give you more room to get an entire topic on one page.
Try to copy out your mind map from memory.
Get someone to test you on it.



DON'Ts

Create your mind map in black and white.
Assume that writing something once means you know it.
Just look at the Mind Map.

Flash Cards



Flash Cards

Great for testing and improving memory through practiced information retrieval.



DOs

Make your own flash cards.

Use pictures and words together to help your memory .

Use mnemonics.

Put 1 question on 1 card (with the answer on the back).

Put 1 keyword on 1 card (with the definition on the back).

Break complex ideas down into multiple simple questions.

Using flash cards – test yourself, or get others to test you:

Say answers out loud.

Use your cards from both sides.



DON'Ts

Buy pre-made Flash Cards.

Cram as many facts as possible onto one card.

Assume that writing something once means you know it.

Just read the flash cards.

Cornell Notes

Stomach

What is the anatomy of the stomach?

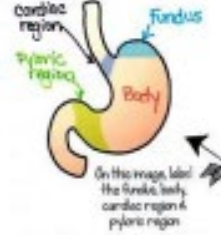
Stomach= muscular sac with thick walls
The stomach continues the processes of mechanical and chemical digestion.

What are sphincters and what is their function in the digestive system?

Thick rings of muscle that act as gatekeepers to regulate food movement

What two sphincters are located in the stomach?

- Cardiac sphincter = separates esophagus from stomach
- Pyloric sphincter = separates stomach from small intestine



How does mechanical digestion occur in the stomach?

The stomach has a slippery outer layer of serosa, followed by 3 layers of muscle:

- Longitudinal muscularis
- Circular muscularis
- Oblique muscularis

These muscles help to churn food and propel it towards the small intestine. The churning process is known as maceration.

What are rugae? "ruffles" in the mucosa that can stretch when full

The mucosa layer of the stomach contains several specialized gastric gland cells:

- Mucous cells - secrete mucus to protect stomach lining
- Chief cells - secrete pepsinogen (inactive enzyme)
- Parietal cells - secrete HCl to kill microbes in food & convert pepsinogen into pepsin, which breaks down food proteins.

The soupy mixture formed from the squeezing of the stomach and the addition of these gastric juices is known as chyme.



Summary

The stomach is made of 3 muscular layers and an outer layer of serosa. During maceration, the stomach churns the food and gastric gland cells add chemicals and enzymes leading to the formation of chyme.

CORNELL NOTES

GUATEMALA

Key Ideas

Notes

4 neighboring countries

- Central America

- borders Mexico, Belize, Honduras, El Salvador

has 3 regions

- Regions formed by mountain ranges

- Divided east to west
- Pacific Coast, Petén, Highlands

mountains & volcanos

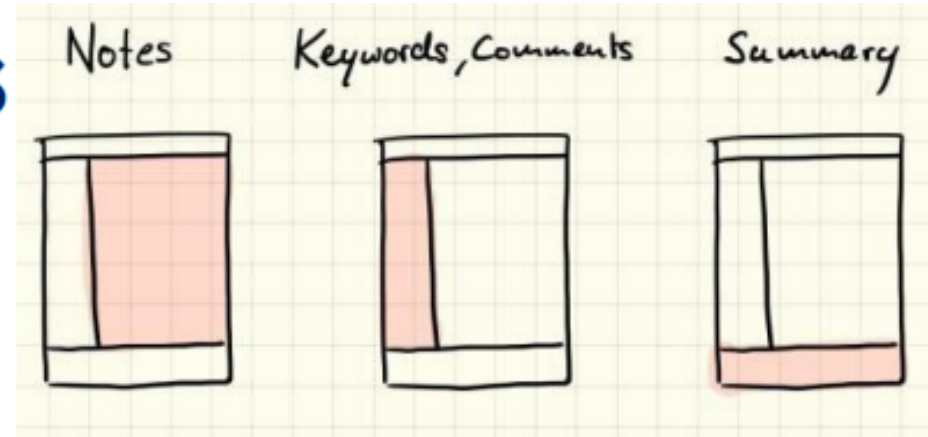
- 2 primary mountain ranges
- 37 volcanos (4 active)
- volcanoes cause earthquakes

Guatemala shares borders with 4 other countries. Mountain ranges divide Guatemala into 3 geographical regions.

WWW.COMPREHENSIBLECLASSROOM.COM

Cornell Notes

A great method for taking notes, as well as organising and summarising notes.



DOs

Set your page out as above.

Write your title in the top section.

Write your main notes and key thoughts in the largest section.

Write any keywords, comments, questions raised in the left column.

Summarise the information in the bottom section.

Get someone to test you on your questions/ keywords/ summaries to practice active recall.



DON'Ts

Write your notes over the entire page without sections.
Just highlight key words.

Revision Guides – see ParentPay

Great for having all detailed and relevant information in one place.



DOs

Familiarise yourself with the content and layout so you can use them effectively.

Get someone to test you on the information in your revision guide to practice active recall.

Where there are exam questions, attempt them.

Use your revision guides to help you make Cornell notes, or Flash Cards.

Teach someone else the content.



DON'Ts

Assume 'ownership = knowledge'.

Just read your revision guides.

Just highlight key words.

Exam Essentials

In Y11, students will receive an Exam Essentials document. This is a summary of:

- all the subjects they're studying
- topics they need to know for each subject
- detailed information on the types of questions and exam advice
- dates of exams
- best resources to use for revision



DOs

Use it to help plan revision for the run up to the summer. Consider the topics you need to work on, dates of the exams, number of papers in the subject, suggested resources.

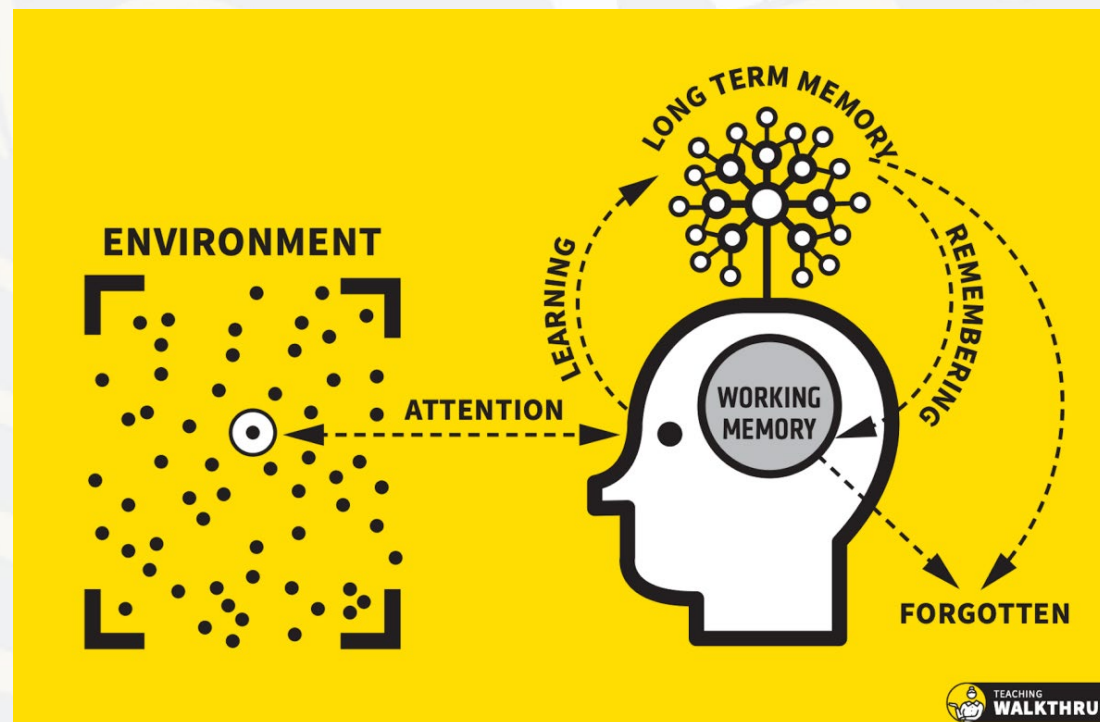
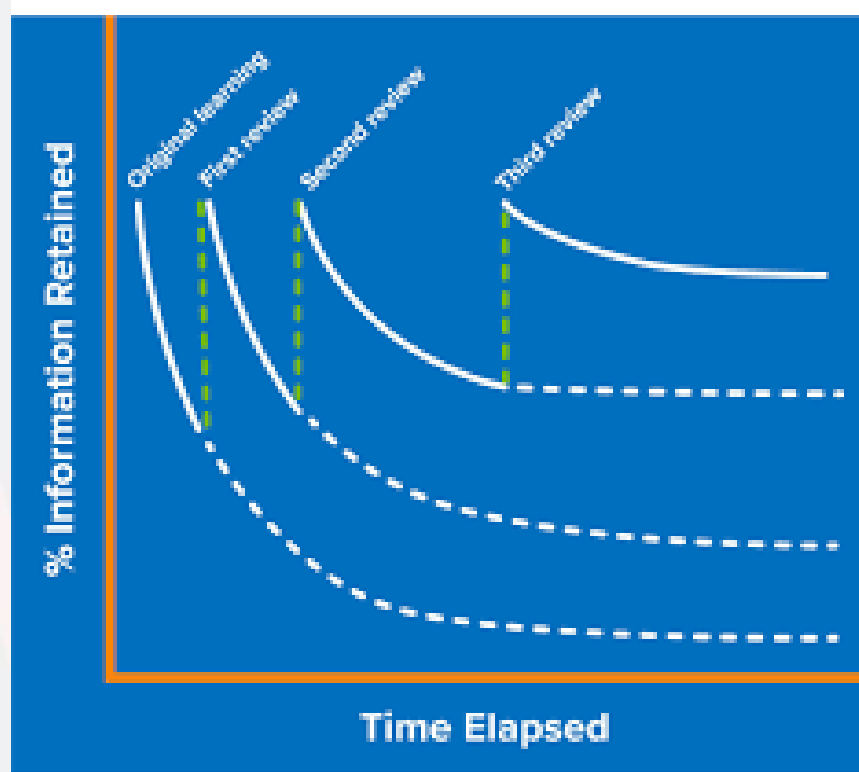


DON'Ts

Assume 'ownership = knowledge'.



The Forgetting Curve and Learning Model



Little and Often





Key Year 10 staff

Head of Year – Mr R Davies rdavies@brs.srscmat.co.uk

Deputy Headteacher (linked to Year 11 currently) - Ms Goodwin mgoodwin@brs.srscmat.co.uk

Assistant Headteacher of Progress – Mr Davies-Tagg edaviestagg@brs.srscmat.co.uk

Tutor team

| | | |
|-------|-----------|--|
| 10. 1 | Ms Dunne | rdunne@brs.srscmat.co.uk |
| 10.2 | Mr Gee | wgee@brs.srscmat.co.uk |
| 10.3 | Mrs Usman | rusman@brs.srscmat.co.uk |
| 10.4 | Mrs Bates | hbates@brs.srscmat.co.uk |

SENCO - Mrs Langston jlangston@brs.srscmat.co.uk

Deputy SENCO – Mrs Miller smiller@brs.srscmat.co.uk

Attendance Officer – Mrs Rowe srowe@brs.srscmat.co.uk

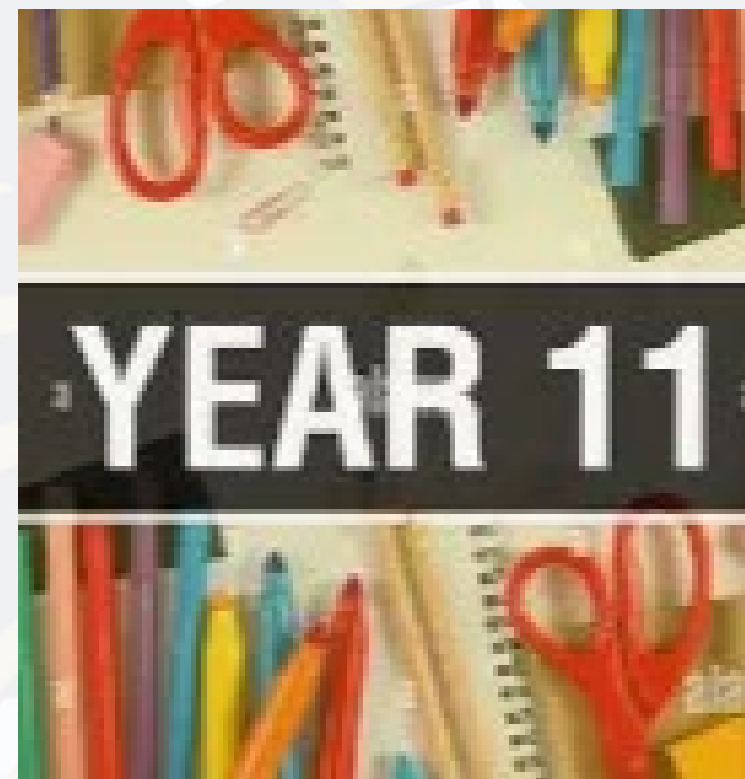




Year 11

Following baseline assessments and prior to the first round of Year 11 mocks we will hold a further Success Evening for parents in September, which will focus on Year 11 specific information and presentations from the Heads of:

- English
- Maths
- Science
- RE





We will get the best results through:

- Hard work
- Positive attitudes, self-motivation and enthusiasm
- Good attendance and punctuality
- Team work and Cooperation
- Organisational skills, planning and meeting deadlines
- Completing homework
- Being open with teachers – don't be afraid to ask for help!
- Test, practice and stretch. Revise and prepare
- Taking a break and a positive work life balance

DOING YOUR BEST!





School prayer

Dear God,
As a community we pray together,
that we can feel your love and kindness through our faith
today.

Help us to be charitable and act justly to others,
and please guide us as we remember your presence in our lives
following Blessed Robert Sutton and The Sutton Way.
Amen.





Any questions or queries?

Please do wait behind and
approach the relevant
members of staff.

Safe journey home!

