



Year 11 GCSE Essential Information



Results Day

Thursday 19th August 2027

“BEGIN
WITH
THE END
IN MIND”





Countdown to your GCSE exams

October	2 days
November	20 days
December	14 days
January	20 days
February	15 days
March	19 days
April	15 days
May	4 days

Total

109 days

As of 21/10

FIRST EXAM

Friday 10th May 2027

Link between outcomes and attendance – St Ben's 2026

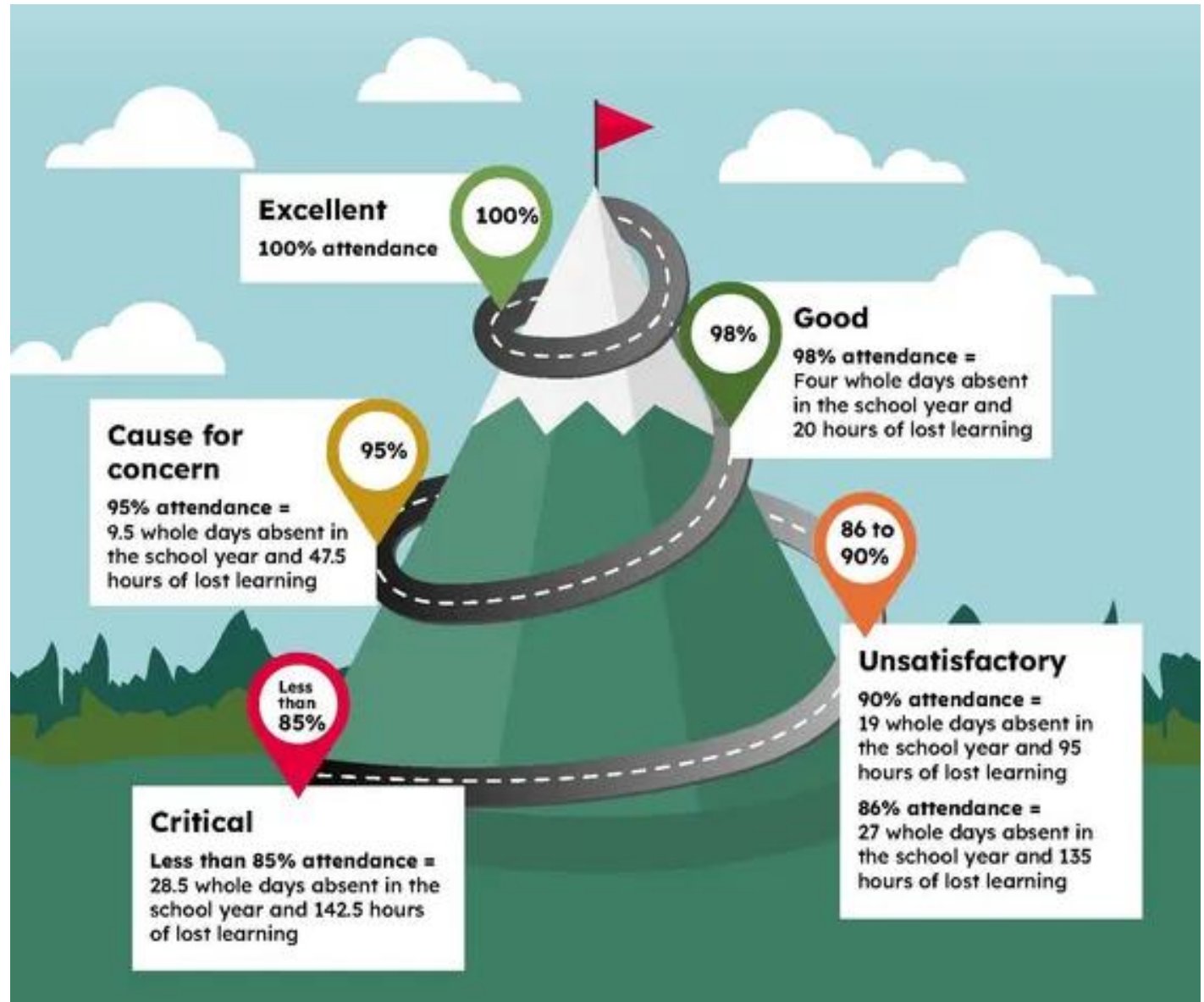
Attendance	95% +	90% below
Ave A8	60.74	51.59
Ave A8 Grade	6.07	5.16
P8	0.80	-0.18
9-7 in E and M	27.3%	10.8%
9-5 in E and M	76.6%	64.9%
9-4 in E and M	87.0%	75.7%
5 standard passes inc E and M	87.0%	70.3%
5 strong passes inc E and M	75.3%	59.5%

0.91 grades per
subject!

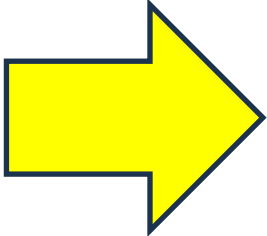
16.7%

15.8%

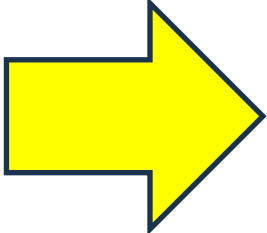
Link between outcomes and attendance



Year 11; 'The class of 27'

131  $\leq 95\%$

73.2% of our
year 11 cohort

27  $\leq 90\%$

15.1% of our
year 11 cohort

If you are absent from college... be proactive on your return



Here, every day, ready and on time

Minutes lost per day



Five minutes late per day adds up to three learning days lost in a school year

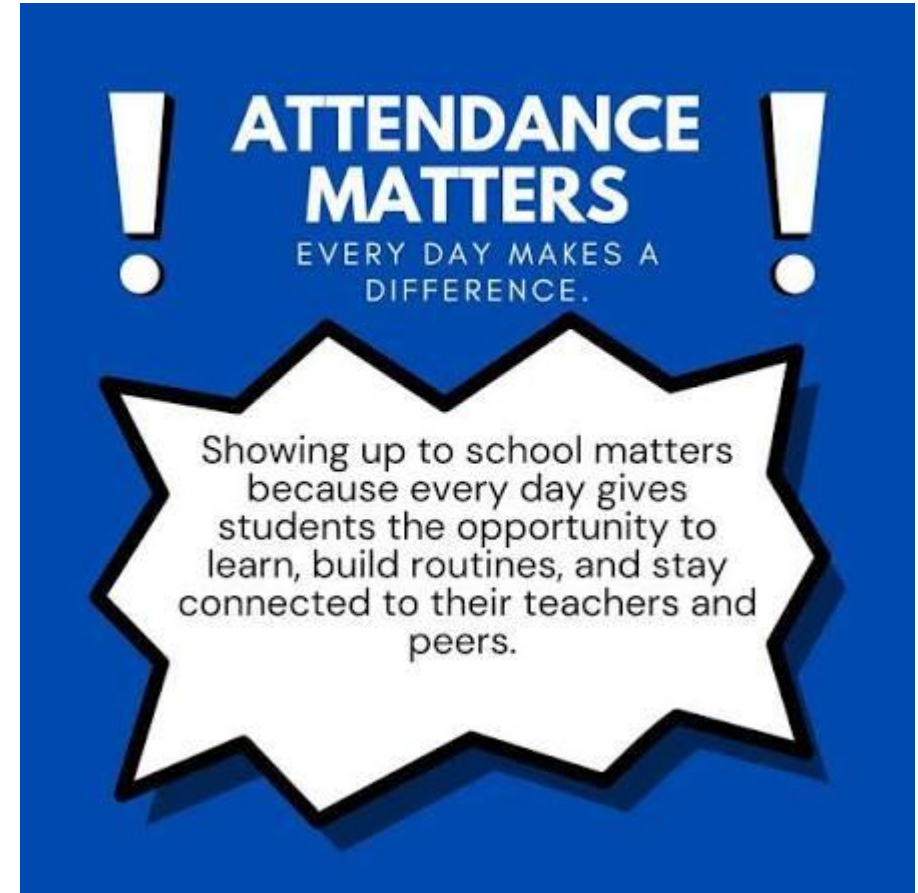
If 15 minutes late each day you will miss two full weeks of school in one year

Poor timekeeping means less chance of success!

Attendance to
College

Vs

Attendance to
learning





Student and Parent Examinations Handbook

Individual Candidate Timetable

Season : Summer 2025

Name :

Candidate Number

UCI :

Special Arrangements required

Centre Number : 16439

Year : (11)

Reg Group : (11E)

ULN :

Date	Start Time	Board	Level	Element Code	Element Title	Component Code	Component Title	Duration	Room	Seat
Mon 12 May	9:00AM	EDEXL/GCSE	GCSE/9FC	1ET0	English Literature	1ET0 01	English Literature: Shakespeare & Post 1914 Lit	1h 45m	SPORTS HALL	A8
Tue 13 May	9:00AM	WJEC/GCSE	GCSE/9FC	C120PB	Religious Studies Route B	C120U80-1	RS Route B Comp 1 Found. Catholic	1h 30m	SPORTS HALL	A8
Tue 13 May	1:25PM	AQA	GCSE/9D	8464H	Combined Sci: Trilogy Tier H	8464/B/1H	Combined Sci Trilogy Biology P1H	1h 15m	SPORTS HALL	D2
Thu 15 May	9:00AM	AQA	GCSE/9FC	8300H	Mathematics Tier H	8300/1H	Mathematics Paper 1 Tier H	1h 30m	SPORTS HALL	A6
Fri 16 May	9:00AM	EDEXL/GCSE	GCSE/9FC	1H10FJ	History Option FJ	1H10 11	History: Medicine in Britain	1h 20m	SPORTS HALL	B4
Mon 19 May	9:00AM	AQA	GCSE/9D	8464H	Combined Sci: Trilogy Tier H	8464/C/1H	Combined Sci Trilogy Chemistry P1H	1h 15m	SPORTS HALL	D2
Tue 20 May	9:00AM	EDEXL/GCSE	GCSE/9FC	1ET0	English Literature	1ET0 02	English Literature: 19C Nov/Poetry Since 1789	2h 15m	SPORTS HALL	A8
Wed 21 May	9:00AM	AQA	GCSE/9FC	8658H	French Tier H	8658/LH	French Listening Test Tier H	0h 45m	14	A3
Wed 21 May	9:50AM	AQA	GCSE/9FC	8658H	French Tier H	8658/RH	French Reading Test Tier H	1h 00m	14	A3
Wed 21 May	1:25PM	WJEC/GCSE	GCSE/9FC	C120PB	Religious Studies Route B	C120U90-1	RS Route B Comp 2 Applied Catholic	1h 30m	SPORTS HALL	A8
Thu 22 May	9:00AM	AQA	GCSE/9D	8464H	Combined Sci: Trilogy Tier H	8464/P/1H	Combined Sci Trilogy Physics P1H	1h 15m	SPORTS HALL	D2
Fri 23 May	9:00AM	EDEXL/GCSE	GCSE/9FC	1EN0	English Language	1EN0 01	English Language: Fiction & Image Writing	1h 45m	SPORTS HALL	A8
Wed 04 Jun	9:00AM	AQA	GCSE/9FC	8300H	Mathematics Tier H	8300/2H	Mathematics Paper 2 Tier H	1h 30m	SPORTS HALL	A6
Wed 04 Jun	1:25PM	WJEC/GCSE	GCSE/9FC	C120PB	Religious Studies Route B	C120U60-1	RS Component 3 Judaism	1h 00m	SPORTS HALL	A8
Thu 05 Jun	9:00AM	EDEXL/GCSE	GCSE/9FC	1H10FJ	History Option FJ	1H10 2J	History: American W, Saxon, Norman	1h 50m	SPORTS HALL	A4
Thu 05 Jun	1:25PM	AQA	GCSE/9FC	8658H	French Tier H	8658/WH	French Writing Test Tier H	1h 15m	SPORTS HALL	A2
Fri 06 Jun	9:00AM	EDEXL/GCSE	GCSE/9FC	1EN0	English Language	1EN0 02	English Language: Non-Fiction & Trans Writing	2h 05m	SPORTS HALL	A8

Warning to candidates



 AQA	 City & Guilds	 CCEA	 NCFE	 OCR	 Pearson	 WJEC
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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 examination or 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.

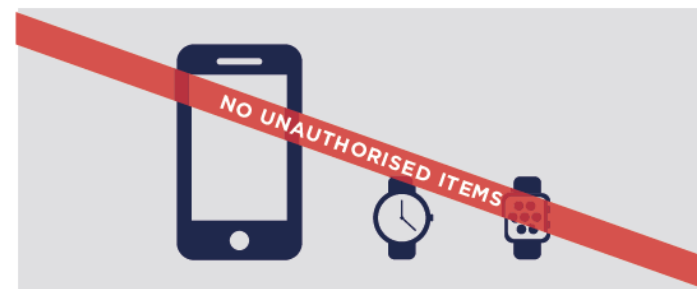
The Warning to candidates must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.



AQA City & Guilds CCEA NCFE OCR Pearson WJEC

NO MOBILE PHONES NO WATCHES

NO TECHNOLOGICAL OR WEB-ENABLED
POTENTIAL SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone
or any watch, 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.

March 2025 – Department for Education research

Higher attendance strongly correlates with better attainment

Pupils in higher attendance bands (especially 95–100%) were significantly more likely to achieve expected outcomes at KS4

Even small drops in attendance reduce attainment likelihood

missing just 10 days (dropping from 95–100% to 90–95%) reduced the likelihood of achieving Grade 5 in English and Maths by around 50%.

Improving attendance by one band boosts attainment chances

Moving up a single 5% attendance band increased the chance of achieving expected outcomes by 10% at KS4 across the full attendance range.

Impact of absence on future earning potential

Each day of absence in secondary school is linked to a **£750 loss** in future lifetime earnings, and persistently absent pupils could earn **£10,000 less** by age 28 compared to their peers with high attendance.

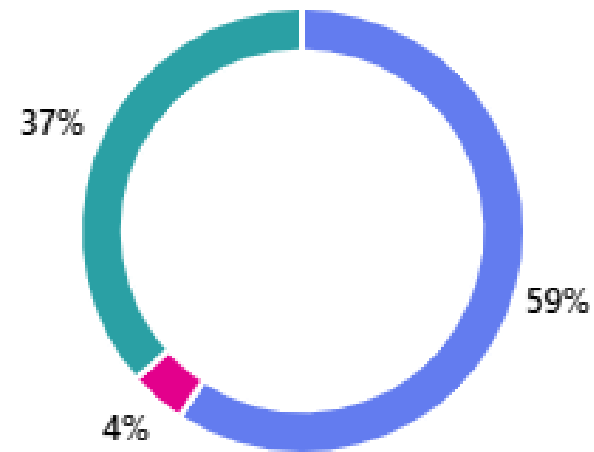
Year 11 GCSE support and preparation survey



[More details](#)

24. Do your friends have a positive attitude towards doing well at college?

● Yes	86
● No	6
● Some	53

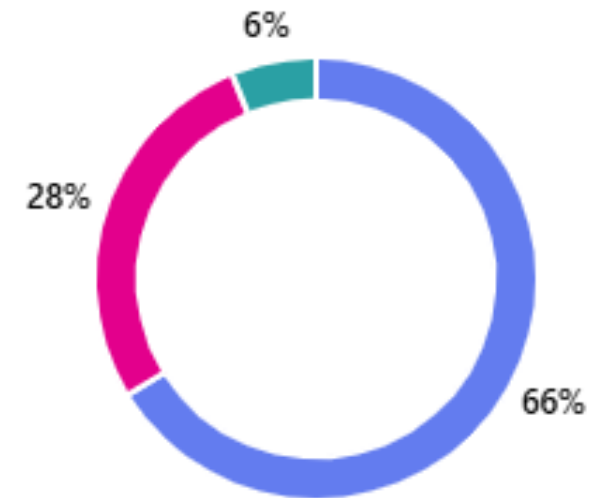




22. Do your parents/carers discuss your end of term reports with you when the college issues them?

[More details](#)

● Always	96
● Sometimes	40
● Never	9

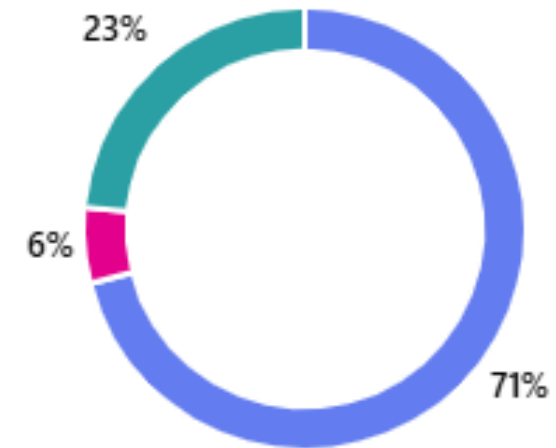




[More details](#)

21. Do you have somewhere quiet to work at home?

● Yes	103
● No	8
● Sometimes	34

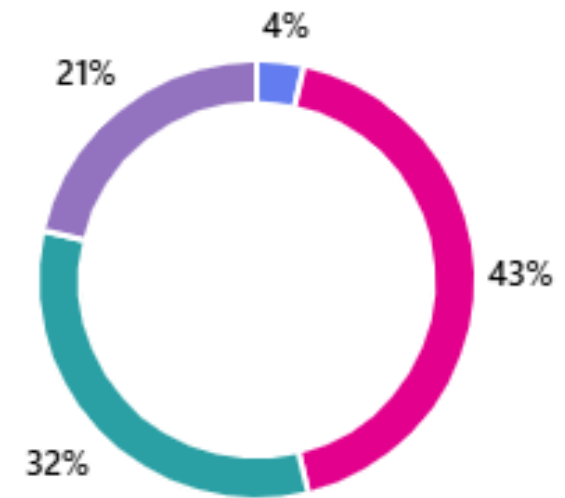




[More details](#)

7. If I am absent, I make sure I catch-up on what I have missed

● Never	5
● Sometimes	62
● Most of the time	47
● Always	31

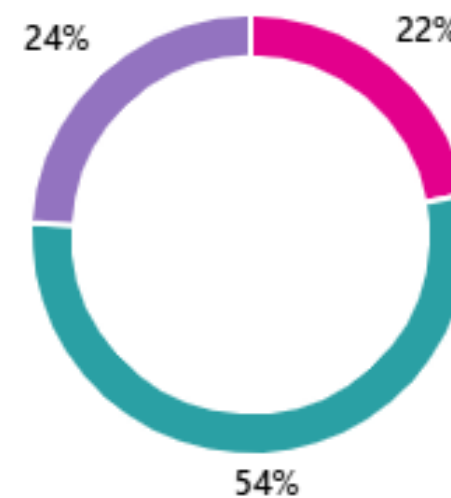




[More details](#)

8. I am actively engaged in lessons and I make a positive contribution to the learning

● Never	0
● Sometimes	32
● Most of the time	78
● Always	35

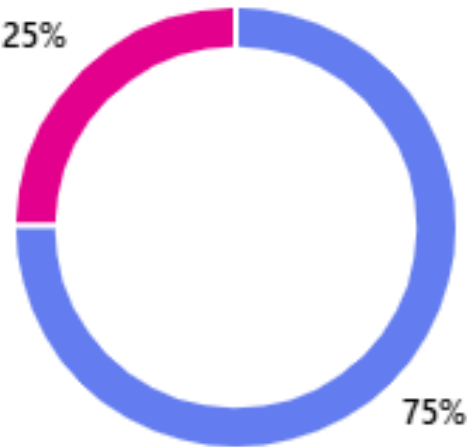




[More details](#)

29. Have you started any additional preparation/revision for your examinations?

● Yes	109
● No	36



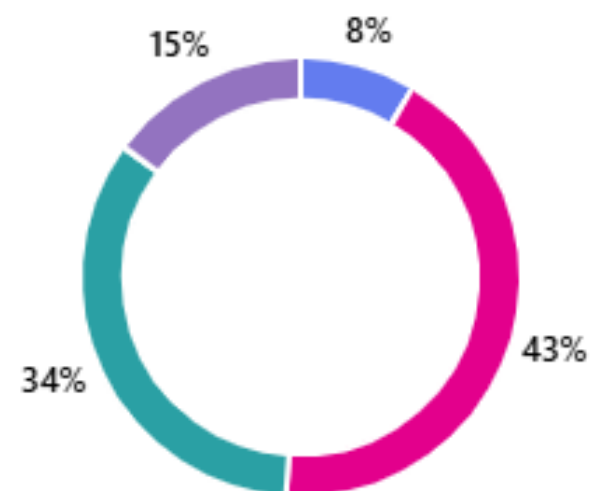
Staff voice



1. How would you rate the focus and commitment of our new Year 11 students in terms of classwork and home learning?

[More details](#)

Excellent	4
Good	20
Acceptable	16
Poor	7
Very Poor	0



Common student statements – True or False

'I need to do the higher paper, it's easier to get a 4!'
False

'I can revise and watch TikTok videos/listen to music'
False

'I have a private tutor so it's okay not to pay attention in class'
False

'I need regular breaks'
True

'I have no work to do'
False



Revision zone

The screenshot displays the St Benedict's Catholic College website. On the left, the school's crest and name are visible. The main navigation bar includes links for HOME, WELCOME, CHAPLAINCY, PARENTS & CARERS, RECRUITMENT, SAFEGUARDING, and STUDENTS. A semi-transparent blue menu is open over the background image of two students in school uniforms, listing various resources: ACCELERATED READER, CAREERS & GUIDANCE, DEPARTMENT WEBSITES, DIGITAL THEATRE, SPELLZONE, ACTIVE LEARN, SPARX MATHS, JACK PETCHEY NOMINATION, KERBOODLE, MENTAL HEALTH AND DEALING WITH STRESS, PIXL, YEAR 11 GCSE SUPPORT, and LEAVERS LAPTOP RESET. A mouse cursor is hovering over 'YEAR 11 GCSE SUPPORT'. The footer contains a cookie policy notice.

LABORA

St Benedict's Catholic College

St Benedict's we...
ESP

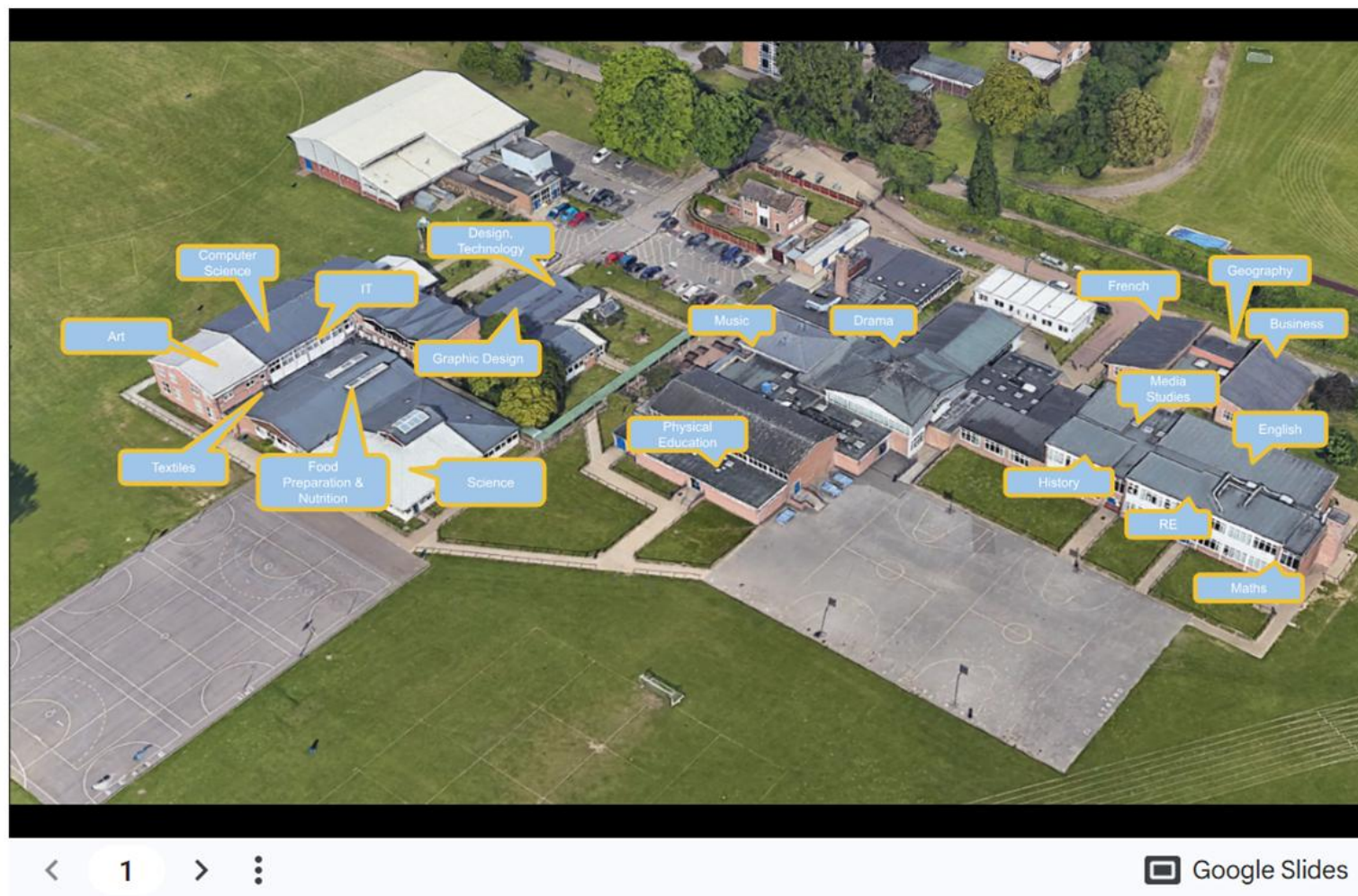
HOME WELCOME CHAPLAINCY PARENTS & CARERS RECRUITMENT SAFEGUARDING STUDENTS

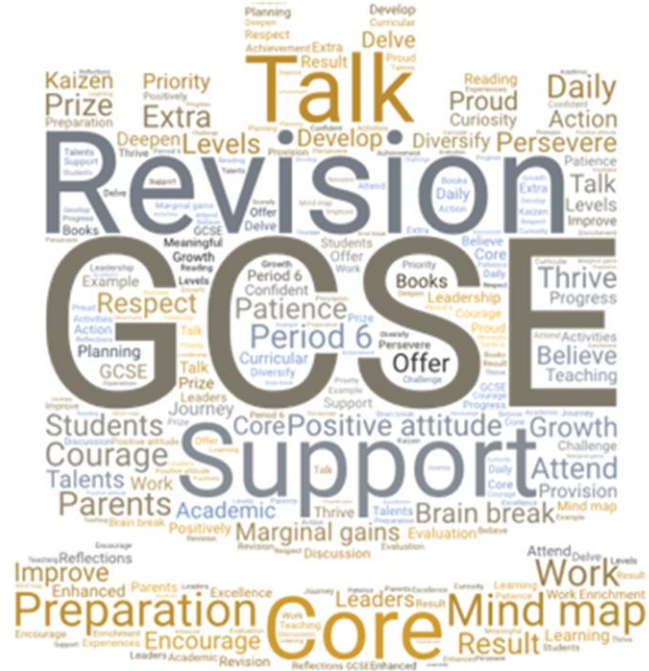
ACCELERATED READER
CAREERS & GUIDANCE
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DIGITAL THEATRE
SPELLZONE
ACTIVE LEARN
SPARX MATHS

JACK PETCHEY NOMINATION
KERBOODLE
MENTAL HEALTH AND DEALING WITH STRESS
PIXL
YEAR 11 GCSE SUPPORT
LEAVERS LAPTOP RESET

This website uses cookies to improve your experience. You can read more or change your preferences in our [cookie policy](#)

Revision zone





#UNLOCKYOURFUTURE

GCSE REVISION AND SUPPORT
2026 – 2027
We strive for excellence in all we do!



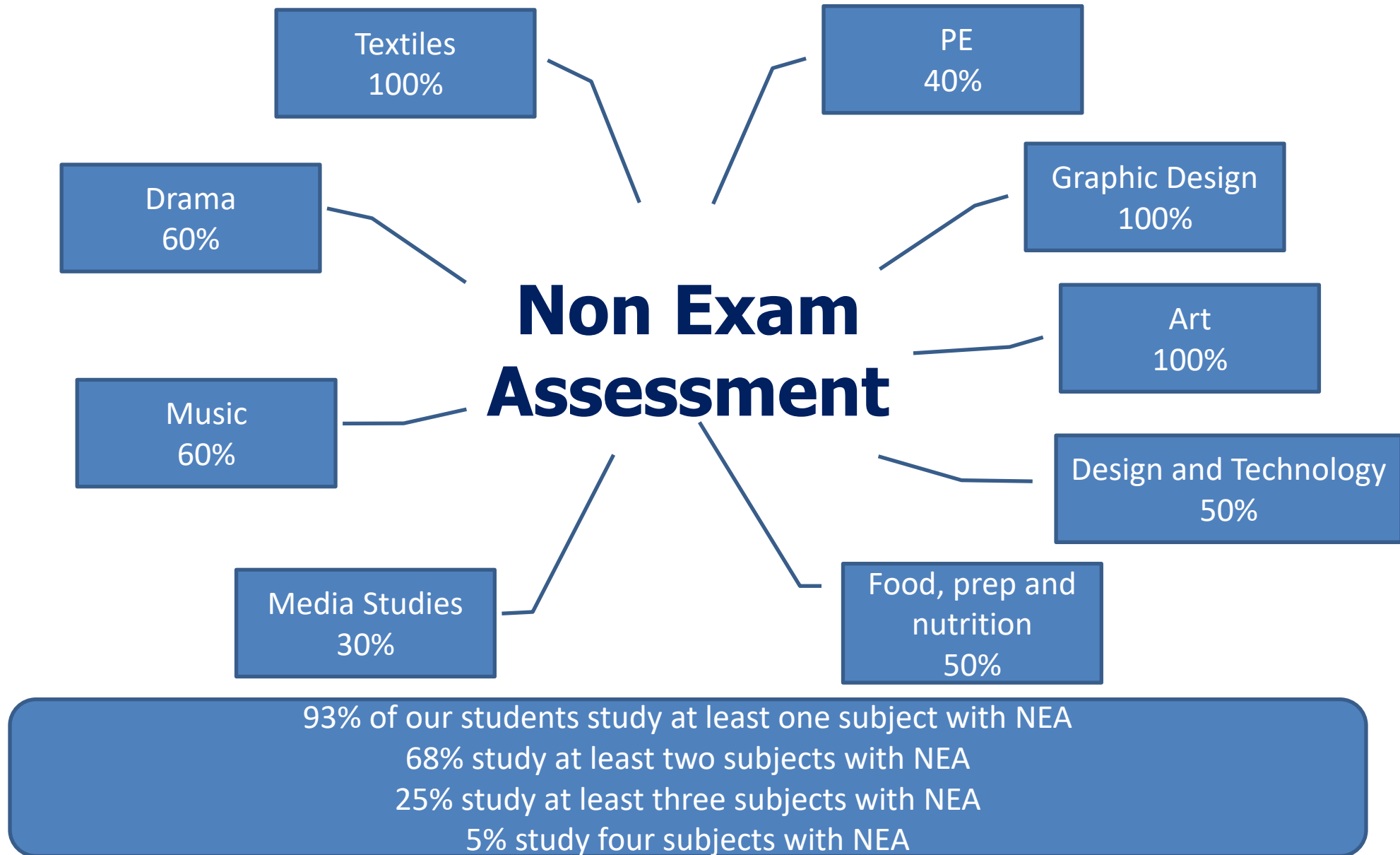


Valid from 2nd November - 20th November 2026			
Day		Lunch time 13:40 - 14:25	After school 15:30 - 16:30
		Subject and Rooms:	Subject and Rooms:
Mon	2nd Nov	Independent study - Library	Tech NEA students 25 extra time allocation Rm 34
Tues	3rd Nov	Independent study - Library	English Literature Jekyll and Hyde Rm 7
Weds	4th Nov	Independent study - Library	English Literature Conflict Poetry Rm 7
Thurs	5th Nov	Independent study - Library	English Literature Unseen Poetry Rm 7, Biology Rm 37 & 28, CS Rm 33
Fri	6th Nov	Independent study - Library	Chemistry Rm 36 & 25, History Rm 12, Business studies Rm 38
Mon	9th Nov	Independent study - Library	RE Rm 12 & 18
Tues	10th Nov	D&T Room 23	Independent study - off site
Weds	11th Nov	Independent study - Library	Maths Rm 9 & 11
Thurs	12th Nov	Independent study - Library	French Rm L1, L2, L3
Fri	13th Nov	Independent study - Library	Physics Rm 24 & 30, English Language Rm 7, French Rm L1, L2, L3
Mon	16th Nov	Independent study - Library	English Language Rm 7
Tues	17th Nov	Independent study - Library	English Language Rm 7, Geography Rm 39
Weds	18th Nov	Independent study - Library	Independent study - off site
Thurs	19th Nov	Independent study - Library	CS Rm 33
Fri	20th Nov	Independent study - Library	Independent study - off site

Example of provision from June 2026

WEEK 4/A – Monday 1st - Friday 5th June

DAY	8-8.40am	Period 1	Period 2	Period 3	Period 4	Period 5
MONDAY 1 st June	PE Breakfast Revision	PE – Socio Cultural Issues 9am – 10am (1:00) (65 students) Italian Reading 9am-10:15 (3)	RE Masterclass JLA , JMY, LFR teaching Y band X band in Manning Hall with KWA(blank)	RE – Judaism 13.15pm-14.25pm (1) (177 Students)		
				11X - En / 11Y - Re		
TUESDAY 2 nd June	Science Breakfast Revision	Combined Science – Physics (1:15) Triple Science – Physics (1:45) 9am – 10.45am (177 Students)	Media Masterclass CHU – Manning hall JCA to cover 9CHU/ En	Med. Studies – Understanding Media 13.15-14.55pm (1:30) (29) Statistics Paper 1 (1:45) (59) Polish (10) Rus. (1) Port. (1) Reading & List. (45m-1:45m)		
				Pathways block 3 DT, Fn, Hi, Tx, Bx, Cs, Mu		11 Ma – All
WEDNESDAY 3 rd June	Maths Breakfast Revision	Maths Paper 2 (H/F) 9am-10.30am (1:30) (181 Students)	Geography Masterclass NMA – Manning Hall (PT) IWE – Manning hall (Int)	Geography – Paper 2 13.15pm-14.55pm (57 students)		
				11Ma – All students		Pathways block 2 Gg, Bx, Hi, Pe, Ms
THURSDAY 4 th June	History Breakfast Revision	History – American W/Anglo Sax. 9am-10.50am (1:50) (72 students)	French Masterclass ILE – Manning Hall (HOD) SBA – Dining hall (11SB2 Fr)	French Writing (H/F) 13.15-14.40/14.25 (1:15/1:00)) (117 students)		
				11 X – Sc, 11Y – Ma(int),Fr		11X – Fr/11Y – Sc
FRIDAY 5 th June	English Breakfast Revision	English Lang Paper 2 9am-11.05am (2:05) (179 Students)	Music Masterclass	Music: Listening 13.15-14.55 (1:30) (18 Students)		
				Pathways block 1 Sc, DT, Hi, Gg, Dr, Ad		11X – Sc/11Y – PE Biology Master Class in lessons PE to oversee Dining hall revision



NEA - Non-examination Assessment

Winning before the 'exam'

Which subjects?

Art 100% (in 2 components)

Textiles 100% (in 2 components)

Graphic Design 100% (in 2 components)

Drama 60% (in 2 equal components)

Music 60% (in 2 equal components)

Design and Technology 50%

Food, Prep and Nutrition 50%

PE 40% (2 components 10% written and 30% practical)

Media studies 30%

What the work comprises of

- Practical elements of courses. ie cooking, performances, sports, investigations, field work, making Art
 - Write ups in controlled conditions (PE and Food)
 - Supporting 'portfolios' as evidence of practical work
- 'controlled conditions' can vary from low/medium/ high control (High= written exam conditions, silence, phone taken in etc)

Process

- Work is completed in year 10 and autumn term year 11
- Submitted to teachers and marked internally and inline with both school & national standard 'standardisation'
- RAW mark is given to students in writing. Work can't be edited/changed after RAW mark given
- Marks are submitted to exam board. Exam board requests a sample of work to moderate (validate marks) either uploaded/sent off, or visit to the centre

Winning before the 'exam'

Parents/carers - what can you help with?

1. Find out release dates of themes, discuss with students
2. Support with research of themes
3. Take on independent research trips where applicable
4. Help learn lines
5. Listen to practice pieces
6. Find out when deadlines are
7. Help them have space at home to do practical work or get them to/ from school sessions/ trips
8. Buy materials if needed to practise (ie food recipes) Eat the food and feedback!
9. Find out when controlled sessions are- make sure no clashes with appointments or other avoidable absences

What are you not able to do?

1. Drawing/designing/composing work for them
2. Writing up notes for them to bring in to then type up
3. Let/encourage them to use AI to do the work for them (work is disqualified if found to be AI created)
4. Change the dates of controlled sessions

JCQ- Governs all rules surrounding NEAs- information available online



Class of '27

Revision Strategies

Revision vs EFFECTIVE revision





College applications

November Mocks

Information Evening

Parent's Evening

Spring mocks

Summer GCSEs

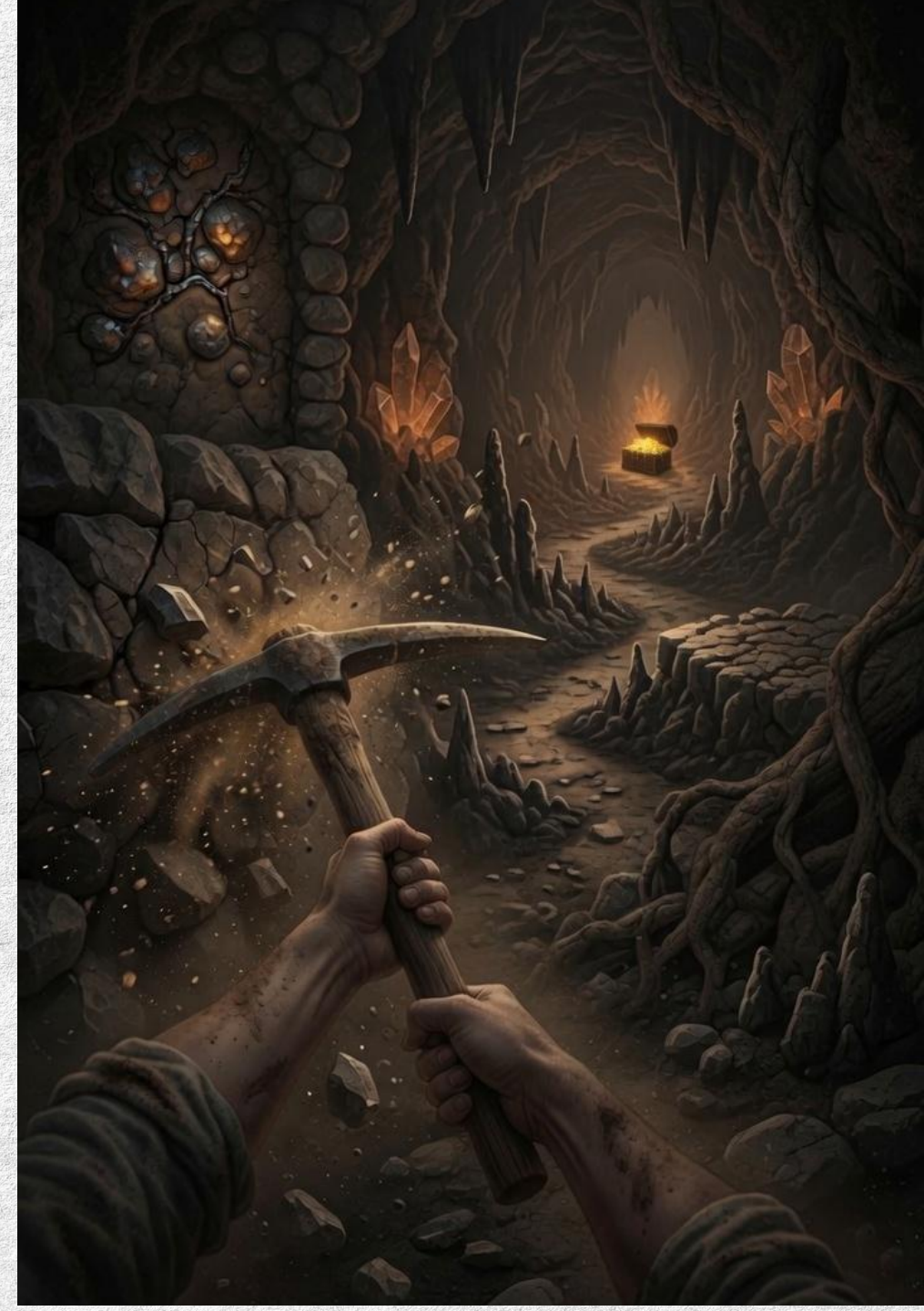
The rest of your future

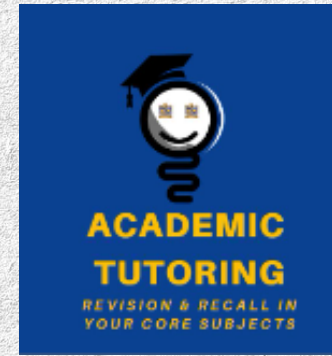
Success isn't found by accident. It's uncovered by work

Students don't suddenly become successful
when exams arrive.

Successful students reveal the successful
qualities they have spent years building.

Dig Deep. Discover What You're Made
Of





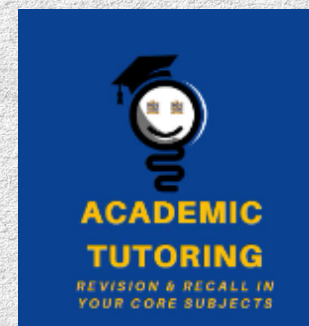
What We Offer

- Academic Tutoring
- Targeted 1-to-1 Intervention
- Small-Group Intervention
- 7Up Academy
- Period Six
- League Table Intervention
- Laptop Provision
- Home Learning Support Sessions
- Dedicated Academic & Pastoral Heads of Year
- Parents Evenings
- Y11 Information Evening

What You Offer

- Your Best





What We Offer

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What You Offer

- Your Best





Aspiration Must Match Action



First 4 weeks of Y11 = 119 late marks

Average of 4 minutes late = 476 minutes

476 minutes of lost learning in four weeks = 8 lessons

56 hours of lost learning over the course of the year

11 days

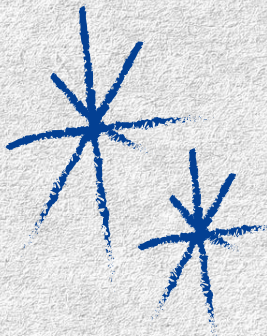
89% Attendance - PA



Revision

VS

Effective Revision



Myth-busting

Highlighting/Re-reading/Underlining

- Better than nothing but not effective
- Requires huge amounts of effort, energy and time when compared with more effective techniques
- Are easy and don't require mental effort. Makes you **look** productive.
- To be used as a starting point only



The Myth of Multitasking

Rapid task-switching leads to mistakes and provides lower cognitive engagement with the material that matters



Don't kid yourself
Remove distractions



Retrieval practice

The act of retrieving information from memory

Multiple Choice

Use multiple choice quizzes online

Verbal Recall

Say out loud what you can remember from the topic

(You could even record yourself so you have a log of the areas strength and those for development)

Brain Dump

Write down a list of the main subject areas for a given paper then writing everything you can remember from each section

Flash Cards

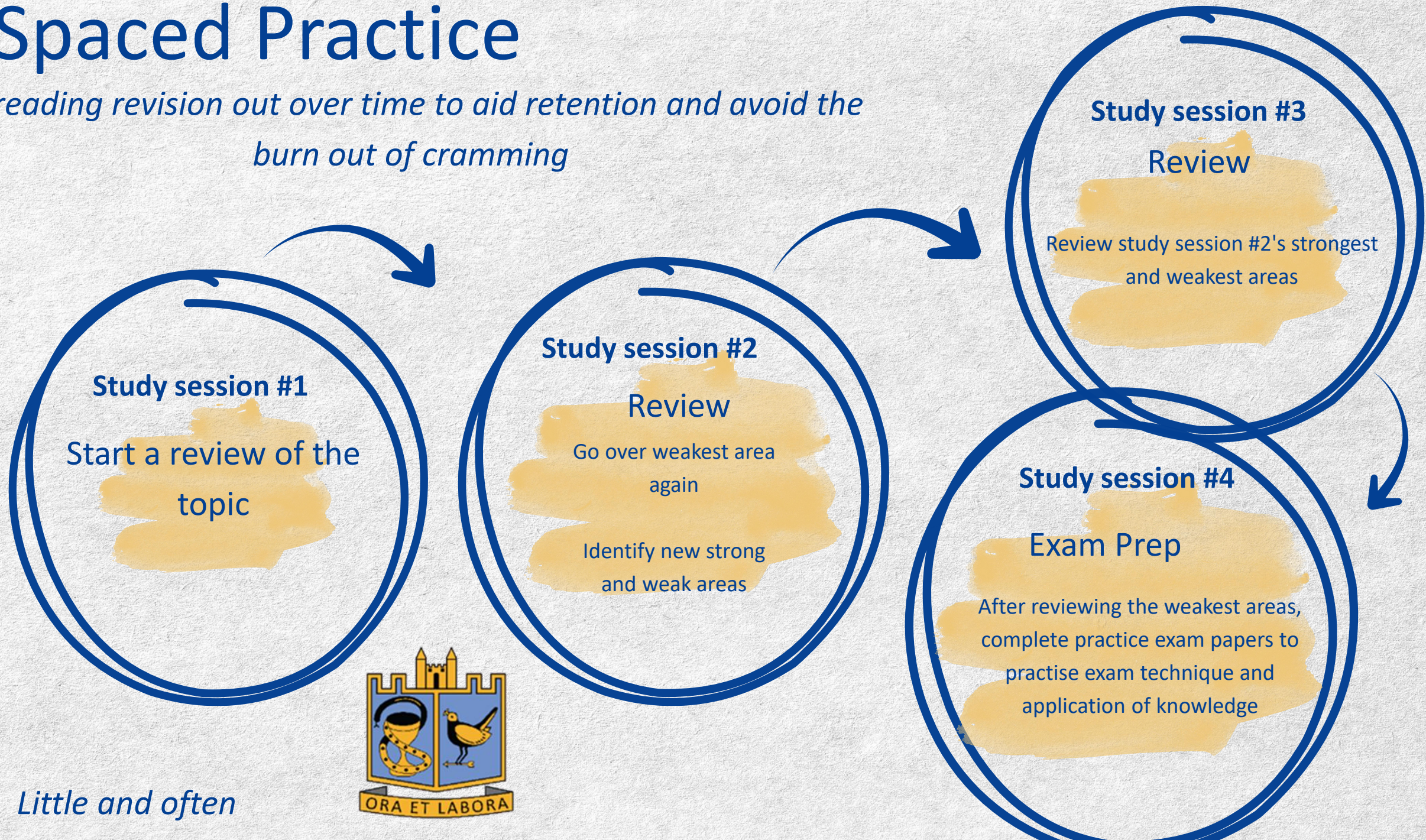
1 question per card

Either physical cards or online



Spaced Practice

Spreading revision out over time to aid retention and avoid the burn out of cramming



Little and often



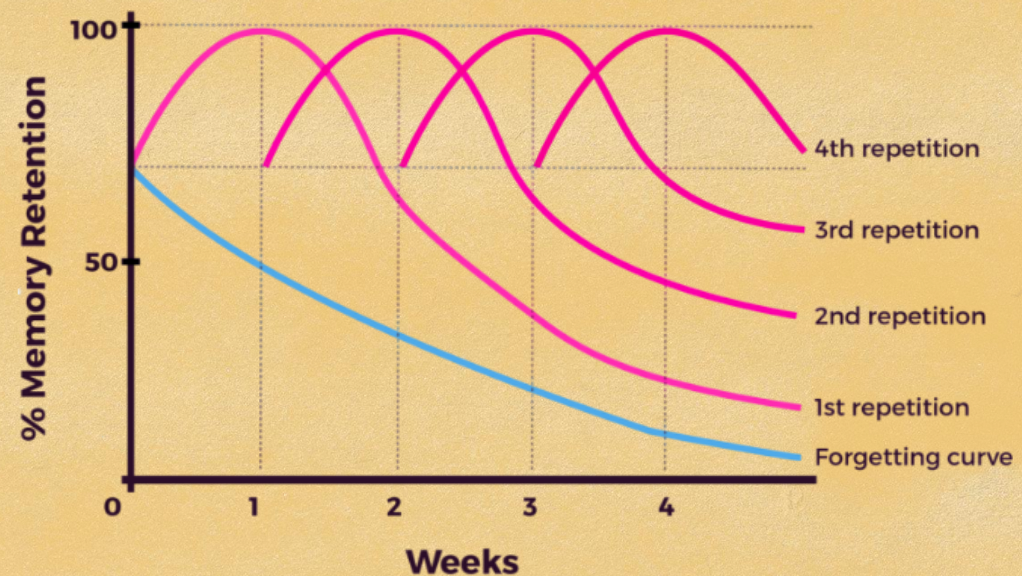
Spaced Practice

Little and often

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Curve of Forgetting

For newly learned information



Revision Timetables



AUTUMN MOCK REVISION TIMETABLE

CLASS OF '27

Mon	Tue	Wed	Thu	Fri	Sat	Sun
02	03 Art/Graphics Food & Nutrition	04	05	06 English Literature Computer Science PE	07	08
09 Biology Business Studies	10 Chemistry History	11 RE Design & Technology	12 Maths (Non calc) Drama IT	13 French L&R Media	14	15
16 Maths (Calculator) French Writing	17 Physics Food & Nutrition Music (Listening)	18 English Language Geography	19	20 Computer Science	21	22
					Refresh & rejuvenate	

Key Strategies

- **Break Down Topics:** Divide subjects into manageable chunks. Focus on one topic at a time to avoid feeling overwhelmed.
- **Active Learning:** Use techniques like summarising, questioning, and teaching others to reinforce learning.
- **Use Past Papers:** Practice with past exam papers to familiarise yourself with the format and types of questions.
- **Mix It Up:** Alternate between different subjects to keep things interesting and prevent burnout.

Time Management

- **Set Realistic Goals:** Aim for 30-45 minutes of focused study per session, followed by a 5-10 minute break.
- **Daily Schedule:** Allocate 2-3 hours of revision each day, spread across different subjects.
- **Prioritise Weak Areas:** Spend more time on subjects or topics you find challenging.
- **Regular Review:** Schedule regular review sessions to reinforce what you've learned.

Additional Tips

- **Healthy Lifestyle:** Ensure you get enough sleep, eat healthily, and stay hydrated.
- **Create a Study Space:** Find a quiet, comfortable place free from distractions.
- **Stay Positive:** Keep a positive mindset and remind yourself of your goals.

Key

English
Maths
Science
French/Statistics
RE
Pathway 1
Pathway 2
Pathway 3

bespoke autumn mock revision timetable
template

CLASS OF '26

How to most effectively use the Revision Timetable Template

Sat

Sun

03

04

05

06

1

08

09

Staff Training Day

10

3

11

12

13

Colour code each of the subjects that you study

16

17

Use the strategies below for effective revision!

19

20

21

22

23

Refresh & rejuvenate

Key

Key Strategies

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- Create a Study Space:** Find a quiet, comfortable place free from distractions.
- Stay Positive:** Keep a positive mindset and remind yourself of your goals.

2

Create a schedule for revision by allocating a colour (subject) to each day of the timetable

English

Maths

Science

French/Statistics

RE

Pathway 1

Pathway 2

Pathway 3

'How to create'
template

Available to be collected as of tomorrow

Look after yourself



Sleep



Both during mock season, exam season and during the wider academic year. Regular sleep of eight hours will recharge your brains and help you make the most of the opportunities of tomorrow.

Health



In your mind and body. Make sure you are fueling yourself appropriately and that you are taking some time to decompress from the stresses and pressures of this year.

Fun



Whatever you have in your life that you enjoy, make sure you schedule in time and protect it. Whether this is exercise, family time, meeting up with friends or anything else, make sure you spend some time doing things that you love.

Keys to success



Attendance

Maintaining as high as possible attendance will ensure that you are making the most of the opportunities given to you by your Academic Tutors, Class Teachers and everyone else in the St. Benedict's community

External Support

From parents, and peers. This can make a transformative difference to the outcomes of our young people



Effective Revision

Retrieval practice and other active strategies

Positive Mindset

The belief that you can be successful will help you align your behaviours of being successful

YEAR 11

Further Education Application Process

Colchester providers for September 2027 entry



Supporting your child to help them cope with exams

A Guide for Parents of Year 11 Students

I will survive...

- There is light at the end of the tunnel, I promise!
- At St Ben's you can be assured that we are with you, because we have *been* you (or in fact, are you too!) with our own children here doing GCSEs



What is your child feeling?

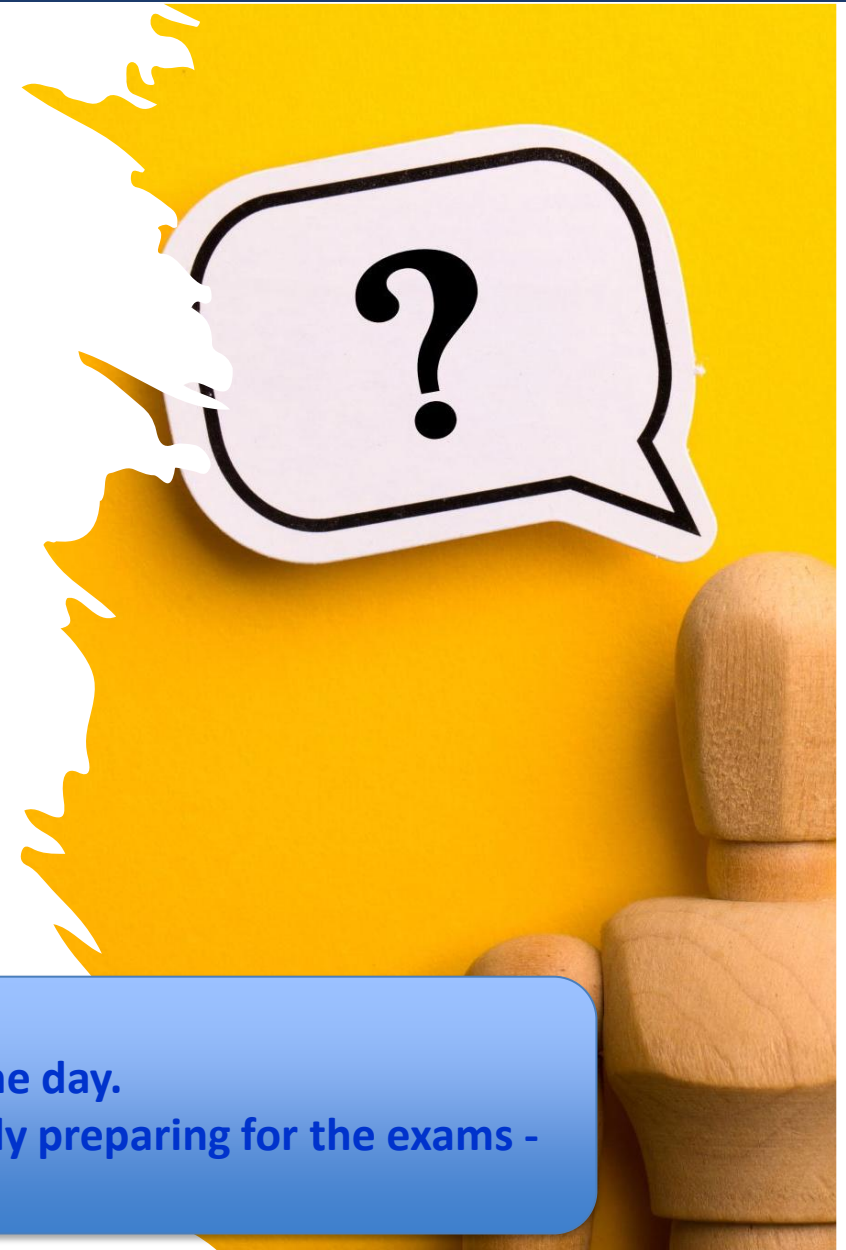


- **Fear of Failure:** Worry about not meeting expectations.
- **High Academic Expectations:** Pressure to achieve top grades.
- **Lack of Preparation:** Procrastination or ineffective study habits.
- **Peer Pressure:** Desire to match or surpass peers.
- **Parental Pressure:** Intense expectations from parents.
- **Test Anxiety:** Physical and emotional symptoms related to tests.
- **Inadequate Time Management:** Struggling to balance multiple subjects.
- **Perfectionism:** Unrealistically high standards and fear of mistakes.

Understanding how these feelings will manifest

Common Symptoms of Exam Stress include:

- **Physical:** Headaches, stomach aches, fatigue, changes in appetite.
- **Emotional:** Anxiety, irritability, mood swings, feelings of overwhelm – acting out
- **Cognitive:** Difficulty concentrating, forgetfulness, negative thinking.
- **Behavioural:** Changes in sleep patterns, withdrawal from social activities, procrastination.



The cure for these symptoms isn't avoidance.

Avoidance means the symptoms go away for just one day.

Action – coming to school, engaging with teachers and work, thoroughly preparing for the exams -

REDUCES ANXIETY FOR GOOD

Sibling Achievement: Opportunity and Potential Pressure

Key UK Research

- Nicoletti & Rabe (2019): ~230,000 siblings in England
- Positive spillover – younger siblings achieve more when older sibling performed strongly
- Role modelling, help with revision, shared exam knowledge, raised aspirations
- Risk of de-identification: pressure, anxiety or opting out if they feel they cannot match a high-achieving older sibling

Our Year 11 Data

- 41 students have older siblings who left
- Average sibling APS: 5.9 (median 6.0)
- 11 with sibling APS ≥ 7
- 6 with sibling APS ≥ 8

Advice for Parents

- Focus on individual progress and effort – not comparison to an older sibling
- Avoid direct comparisons at home or in conversations with staff
- Leverage positive role-modelling and knowledge from older siblings where helpful
- Watch for signs of “clocking out”, reduced effort or opting out of challenge
- Support them to set their own goals and aspirations for GCSEs and beyond

Creating a Supportive Environment

- Open Communication – it's really important that your child knows you are there for them to discuss any fears or worries they have, even when they are stressed and acting out
- Encourage open discussions about feelings and concerns – empathy – be with your child in those times, let them know you understand
- Healthy routines are important to establish now
- Regular sleep, balanced nutrition, and physical activity play a big part in supporting positive mental health
- Having a quiet study space, as well as somewhere where they can share their learning with you
- Encourage attendance and engagement

Coping with the stress

- Relaxation techniques – try deep breathing, meditation, mindfulness
- Engage with hobbies and interests outside of school – they help relax and recharge
- Seek help – GPs can help you access resources; we have 2 counselling services that we employ in college (BCCS and Renew) and you can self-refer to CAMHS if things become overwhelming
- Talk to us – Miss Lever is the pastoral lead for Year 11. She can support in finding the right resources that are needed



Encouragement

- Praise effort not just results
- Have realistic expectations
- View mock exams as opportunities to learn and develop, not just measure where your child is
- View challenges through a growth mindset – things might not always go how we want them to, but every challenge is an opportunity to improve
- GCSEs are a gateway to the next level of education – they give your child choice and opportunities, that is why they are important, not just for the grades they get



**UNLOCK
YOUR
FUTURE**

