

Welcome

Year 11 Information Evening





238 / 621 days remain

62%



Head of Year Overview

- Preparation for Examinations
- Preparation for the “real world”
- Support for choices on next steps
- Continued opportunities to both be part of and to **lead** the school community



Head of Year Overview

Who to contact (admin@hgs.herts.sch.uk)

- Subject teachers/Head of Department
- Head of Year Mr Jackson
- Form Tutors

11A – Miss Atkins/Mr Balfe

11B – Mrs Bashir

11C – Mr Ingham/Mrs Atkins

11F – Mrs Miller

11J - Mr Derrett/Mrs Bunker

11P - Mrs Grainger/Mrs Andrews

11R - Mr Bishop

11T - Mrs Kiani



How can I continue to support my child in their GCSEs?

- Take an active interest in their studies
- Enrich their learning with conversations that might relate to areas of study, i.e. news stories
- Keep an eye on what is being studied presently so that you can play an active role
- Support and communicate regularly with your child's teachers
- Purchase suggested revision guides
- Regularly log into Go4Schools and attend virtual consultation evenings
- Give your child a safe and quiet work space that they can use - try not to tidy it!
- Support them to have appropriate 'down time' and manage their time effectively



Where can I find out what my child is studying?

Your Biology Journey

Further & Higher Education
A Level Biology is an excellent base for a university degree in healthcare, such as medicine, veterinary or dentistry, as well as the biological sciences, such as biochemistry, molecular biology or forensic science. Biology can also complement sports science, psychology, sociology and many more.

Careers
A Level Biology can open up a range of career opportunities including: biological research, medical, environmental, forensics, sports and science communication. The transferable skills you will learn, such as problem solving, are also useful for many other areas, such as law.

Year 7: Evolution and natural selection, classification and extinction; Health and Disease; Community Level Systems: Ecosystems.

Year 8: Heredity, Inheritance and Variation 1; Photosynthesis and Respiration; The Central Dogma of Molecular Biology.

Year 9: Photosynthesis and Respiration; The Structure and Function of Cells.

Year 10: The Cell; Biomolecules; The Immune System.

Your Music Journey

Further & Higher Education
Music can be studied in many different forms - some courses cover lots of different musical skills, whereas others focus specifically on one area such as composing or appraising. You can choose to study particular genres of music such as pop or classical. Many courses focus on music technology or sound production which overlaps with the music industry.

Careers
Music may lead you to a career in or as a performer, composer, song writer, sound engineering, live events production, stage management, journalism, media and communication, music management, teaching, music therapist or as a community musician.

Year 7: Instrumental Music (Piano/Guitar/Drum/Recorder/Saxophone/Clarinet/Fiddle); Verse Music (Pop/Rock/Classical/Musical Theatre); Stage and Screen Music (Musical Theatre, Cinema, Radio, TV).

Year 8: Musical Theatre; Musical Instruments; Music Theory.

Year 9: Musical Theatre; Musical Instruments; Music Theory.

Year 10: Musical Theatre; Musical Instruments; Music Theory.

Your Technology Journey

Further & Higher Education
Studying any Technology at A Level can lead to a wide range of degree course and apprenticeships including: Industrial Design and Product Design, Furniture Design, Graphic Design, Fashion Illustration & Communication, Fashion Promotion & Branding, Sustainable Fashion, Fashion Design and digital design. You can also study Civil, Mechanical, Aerospace, Naval and Electrical engineering at degree level. You could also study Fashion Buying or Merchandising as an apprenticeship.

Careers
As well as studying at university, there are a range of apprenticeships and careers you can go into which include: Engineer, Product Designer, Graphic Designer, Fabric & Surface Designer, Garment Technologist, Stylist, Fashion Buyer, Brand Director, Mechanic, Plumber, Carpenter, Electrician, Architect, Service Engineer, Aviation mechanic, Furniture maker, Tailor, Boatwright, Barbecue, Costume performer, technician and many more.

Year 7: Product Design - Photo Frame; Food & Nutrition - Photo Frame; Textile Design - Photo Frame.

Year 8: Product Design - Photo Frame; Food & Nutrition - Photo Frame; Textile Design - Photo Frame.

Year 9: Product Design - Photo Frame; Food & Nutrition - Photo Frame; Textile Design - Photo Frame.

Year 10: Product Design - Photo Frame; Food & Nutrition - Photo Frame; Textile Design - Photo Frame.

Year 11 Open Evening (in person)

Wednesday 20th November

Year 11 Consultation Evening (virtual)

Thursday 12th December

Year 11 Revision Information Evening (in person)

Tuesday 1st April



Year 11 Mock Exam Period

The mock exam periods will take place from:

Monday 4th November 2024 - Friday 15th November 2024

Monday 24th February 2025 - Friday 28th February 2025



Year 11 Assessment and Reporting Calendar

At any point during your child's education at HGS, you can log into Go4Schools to monitor their most recent assessments in each subject. In addition, you will receive two reports that detail their engagement with learning along with tips on what they could do to improve this. More information on these will be shared in a letter next week.

Report 1	wc 06/12/24
Report 2	wc 26/03/25



Public Exams

- Written exams: These will take place from mid May until the end of June
- NEA (Non-Examined Assessment): Subject specific deadlines will be shared by the class teacher where there is an NEA involved
- Your child must be available for exams up to and including the published contingency day (end of June).
- Results Day is ***Thursday 21st August 2025***



Public Exams

- By the end of January your child will receive their statement of entry
- It is your child's responsibility to check for any errors or omissions
- By mid March your child will receive their final exam timetable which includes the room and seat number for each exam



Public Exams

- The Data & Exams team, Mrs. Pargeter, Mrs. Kelly and Mrs. Adams will send out numerous emails containing a variety of important information from this point forward
- Your child must remember to check their emails!



Public Exams

- If they have any questions your child needs to either email exams@hgs.herts.sch.uk or pop in to see them in their office located next to M7
- If your child is unsure, it is so important that they ask and do so sooner rather than later
- It is important to remember that there is no such thing as a silly question!



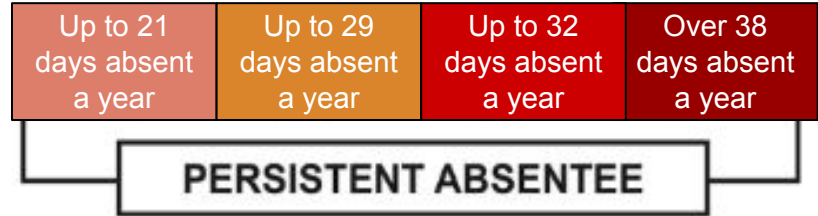
ATTENDANCE MATTERS

Exceptional attendance for all = 97%+ daily attendance

Attend today, Achieve tomorrow



Attendance impacts of academic outcomes, the **more** school students miss, the **less** likely they are to achieve their potential.



Which CIRCLE is your child in?



Attendance

90% attendance over 5 years = half a year of schooling missed.

80% attendance over 5 years = a whole year missed.

Improving attendance will help students to achieve their potential as days missed will always mean lost learning.



Attendance

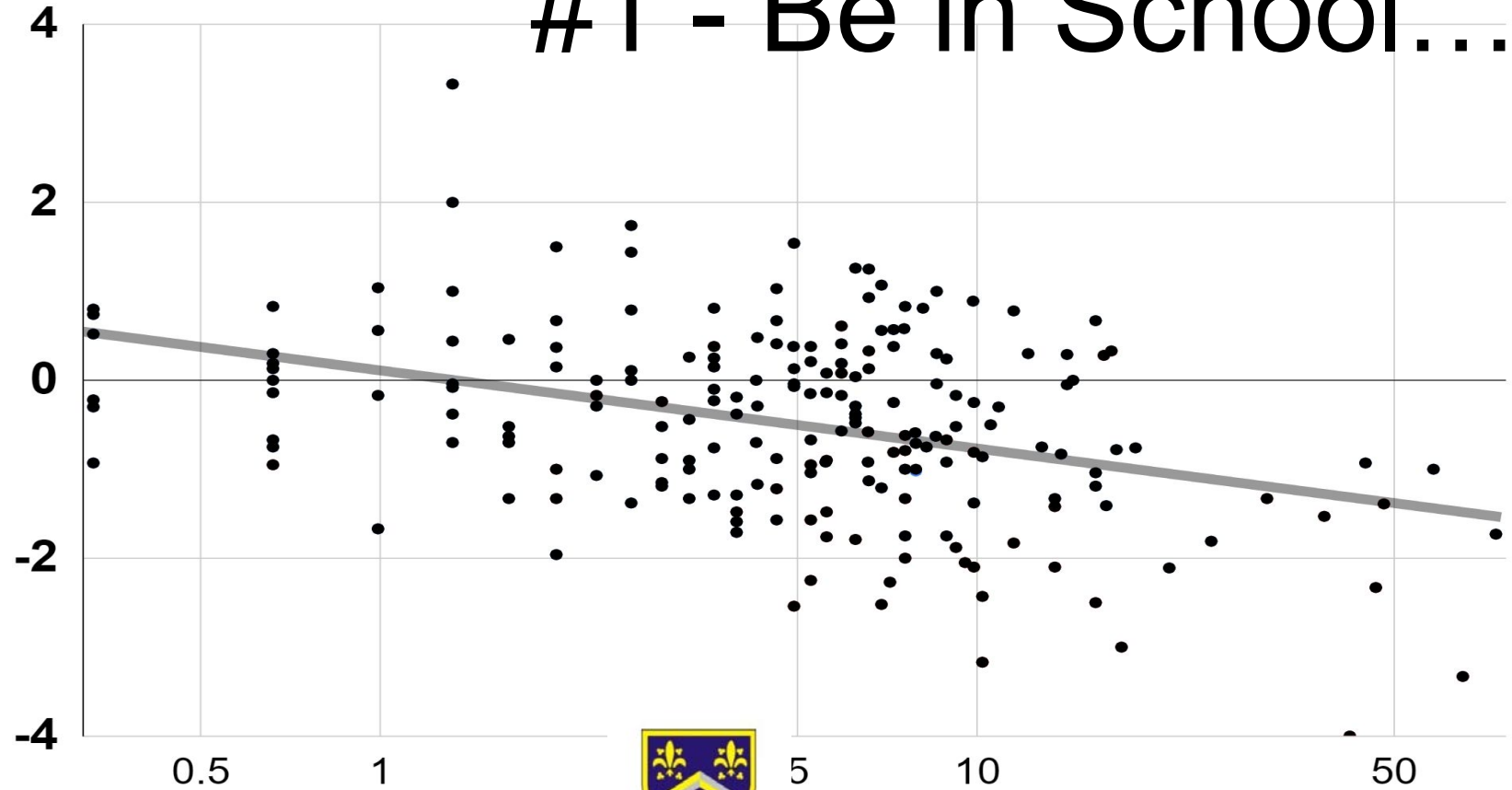
National data and our historical data shows that students who have attendance above 90% make better progress and achieve better GCSE outcomes than those whose attendance is below 90%.

In 2023 GCSE results at HGS, students with an attendance above 90% on average achieved or exceeded their target grade
Those that were sub 90% attendance on average missed their target grades by 0.7 grades

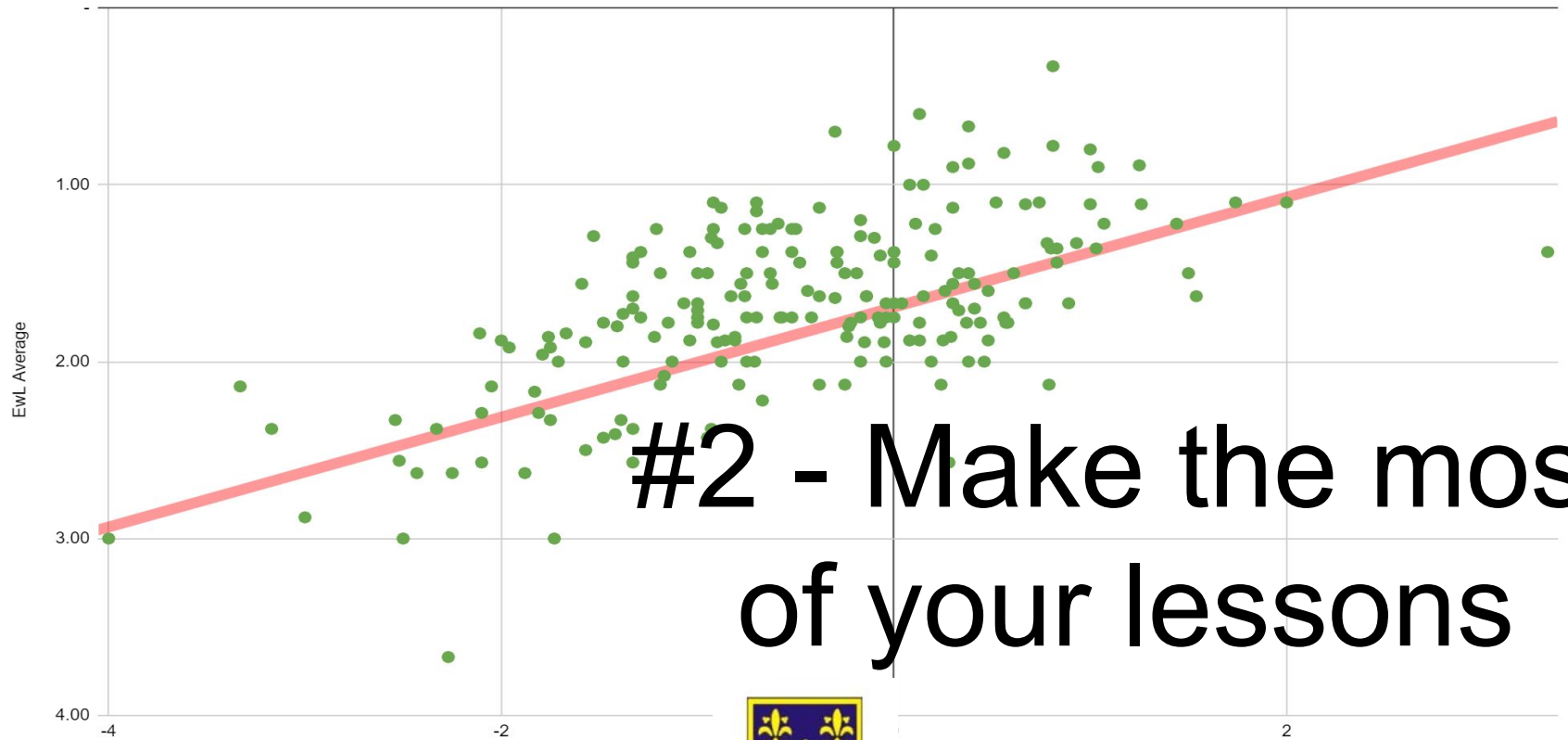
Sub 80% dropped to almost 2 grades off target



#1 - Be in School...



Engagement with learning and Mock results...



**#2 - Make the most
of your lessons**

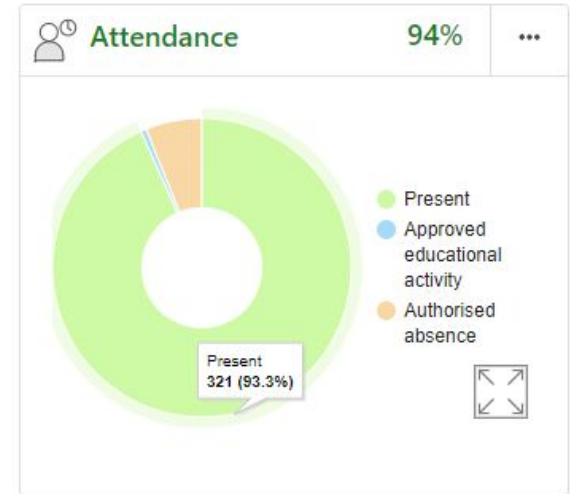


Attendance - Go4Schools



Your child's attendance will be visible this year.

You will be able to check your child's attendance by using your parental login for Go4Schools.



SEND Support

Key contacts:

- Mrs Cole = Assistant Headteacher and SENCO
- Miss Lennon = Assistant SENCO
- Mrs Virdee = Inclusion Admin Assistant

If you have any concerns about your child's learning, please contact the team so we can work with you to establish a plan to support them.



SEND Support

SEND interventions

There are 9 LSAs at HGS. They will work in the classroom with some students and also deliver a range of interventions which take place during registration, at lunch and in exceptional circumstances, during lessons.

The team runs homework club every lunch time.



Access Arrangements

The Learning Support Department and the Exams team work together to ensure that students receive access arrangements in line with JCQ regulations.

Key things to note:

- To receive access arrangements, this must be the students normal way of learning.
- Evidence **MUST** be provided of need from teaching staff.
- Medical evidence may need to be provided.
- Testing cannot take place prior to year 9.
- January 2025 is the deadline for school to apply for access arrangements unless there is a late injury.



Attendance

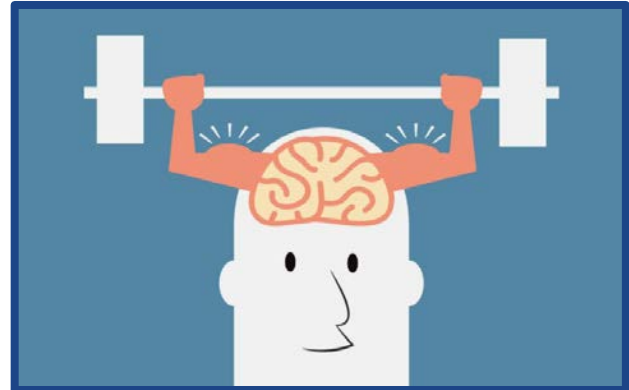
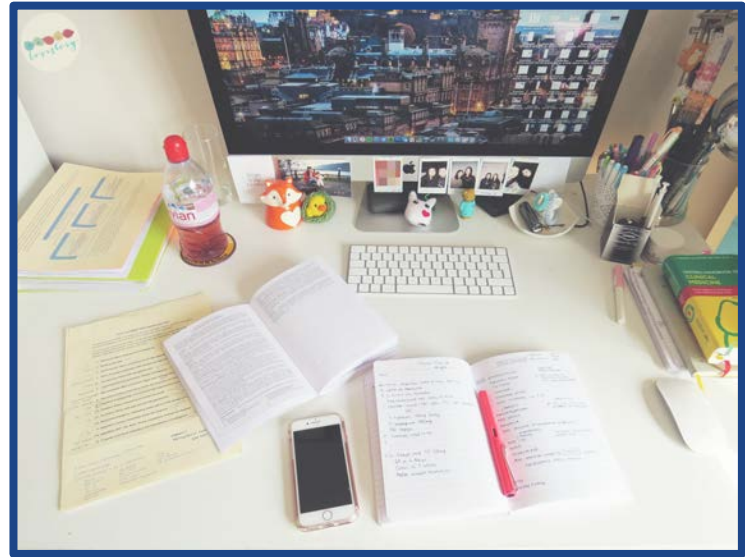
‘Attend today, Achieve tomorrow’

The importance of good attendance for your child



REVISION TIMETABLE

MON	TUE	WED	THUR	FRI	SAT	SUN
Maths Biology History	English Spanish					



How can you best support your child with revision?

Ensure that they have created a revision timetable - NOW! This is an essential tool to use consistently throughout Year 11, not something to start in May!

Have a copy of their revision timetable somewhere that members of your family can see so that they are aware of times when revision needs to come first.

What should it look like?

REVISION

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
8:30-4:30	maths	maths	maths	maths	maths	maths	maths
4:30-5:00	maths	maths	maths	maths	maths	maths	maths
5:00-5:30	maths	maths	maths	maths	maths	maths	maths
5:30-6:00	maths	maths	maths	maths	maths	maths	maths
6:00-6:30	maths	maths	maths	maths	maths	maths	maths
6:30-7:00	maths	maths	maths	maths	maths	maths	maths
7:00-7:30	maths	maths	maths	maths	maths	maths	maths
7:30-8:00	maths	maths	maths	maths	maths	maths	maths
8:00-8:30	maths	maths	maths	maths	maths	maths	maths
8:30-9:00	maths	maths	maths	maths	maths	maths	maths
9:00-9:30	maths	maths	maths	maths	maths	maths	maths
9:30-10:00	maths	maths	maths	maths	maths	maths	maths

Time	Saturday 23 rd of April	Sunday 24 th of April	Monday 25 th of April	Tuesday 26 th of April	Wednesday 27 th of April	Thursday 28 th of April	Friday 29 th of April
8:00			Back to school				
9:00							
10:00		Drama					
11:00	Macbeth	Science					
12:00							
1:00							
2:00							
3:00							
4:00	Unseen poetry	Unseen poetry					
5:00				Religion	Science		
6:00							
7:00	Music	Language - paper 1	Conflict poems		DAI	Science	Maths
8:00	Maths			Maths	Science		
9:00							

Revision timetable - Easter holiday

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00	Maths	Maths	Maths	Maths	Maths	Maths	Maths
9:00-10:00	Maths	Maths	Maths	Maths	Maths	Maths	Maths
10:00-11:00	Maths	Maths	Maths	Maths	Maths	Maths	Maths
11:00-12:00	Maths	Maths	Maths	Maths	Maths	Maths	Maths
12:00-13:00	Maths	Maths	Maths	Maths	Maths	Maths	Maths
13:00-14:00	Maths	Maths	Maths	Maths	Maths	Maths	Maths
14:00-15:00	Maths	Maths	Maths	Maths	Maths	Maths	Maths
15:00-16:00	Maths	Maths	Maths	Maths	Maths	Maths	Maths
16:00-17:00	Maths	Maths	Maths	Maths	Maths	Maths	Maths
17:00-18:00	Maths	Maths	Maths	Maths	Maths	Maths	Maths
18:00-19:00	Maths	Maths	Maths	Maths	Maths	Maths	Maths

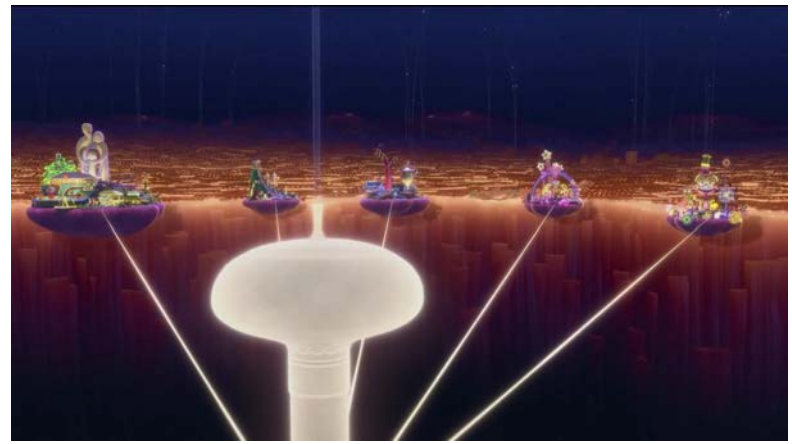
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	Homework 10.00 - 12.00	General Revision 10.00 - 11.30
Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	General Revision 13.00 - 14.00	Homework 12.00 - 13.30
Chemistry 17.00 - 17.40	English 17.00 - 17.40	History 17.00 - 17.40	Maths 17.00 - 17.40	English 17.00 - 17.40	General Revision 17.00 - 18.00	General Revision 16.30 - 17.30
Dinner 18.40 - 19.20	Dinner 18.40 - 19.20	Dinner 18.40 - 19.20	Dinner 18.40 - 19.20	Dinner 18.40 - 19.20	Dinner 18.40 - 19.20	Dinner 18.40 - 19.20

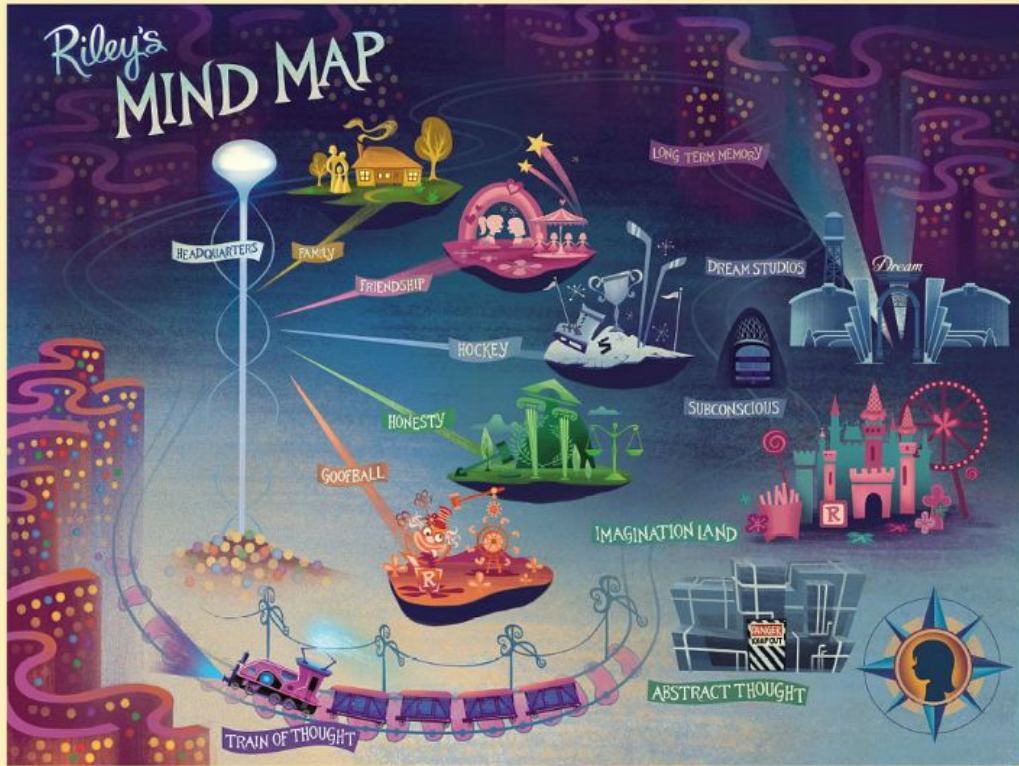


How can you best support your child with revision?

- Ensure that they have a quiet, appropriate space to work and revise; a space that only they tidy up - being able to leave their revision as they need it when they return is important.
- Talk to them about their routines and systems and ask them how you can best support them with these.
- Offer to talk through their revision - let them **teach** you - ask them questions about it but do not fill in the gaps for them; be present and listen to their replies. If possible ask supplementary questions to support them to extend and deepen their knowledge.
- Ensure that they are regularly eating nutritious meals, keeping hydrated and getting enough exercise.
- Ensure that they are getting enough sleep! This is essential as it is when we sleep that what we learn during the day embeds.







The key to success is turning small amounts of information, regularly visited with spaced intervals as this will create strong neural pathways. Your brain can then retrieve the information when needed (such as in an exam) as it has become long term rather than short term memory.



Absolutely key to everything is your child feeling that they have turned their

Pathways through the jungle \longrightarrow into \longrightarrow Super highways



Initial neural pathway connection
= short term memory



Embedded neural super highway
connection = long term memory



So how do we do this?



- This is a very individual thing and your child will know what works for them, however there are some tips that apply to all:
 - Students should not be revising on their own in the bedrooms for hours on end!
 - Students need a mixture of approaches and study buddies or groups can be highly effective.
 - Do not get into battles about phones - find a good compromise and you may want to look at the Flora app to support them.

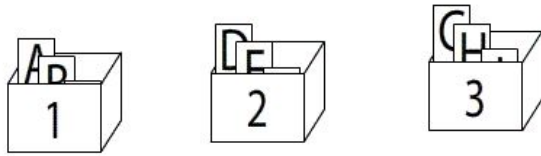


The **learning** pyramid



My child is writing out beautiful flash cards - is that enough to help them learn?

Session 1



I am afraid not, flash cards alone are not enough!

They need to be proactively using the Leitner Method to stretch, understand then embed their learning.

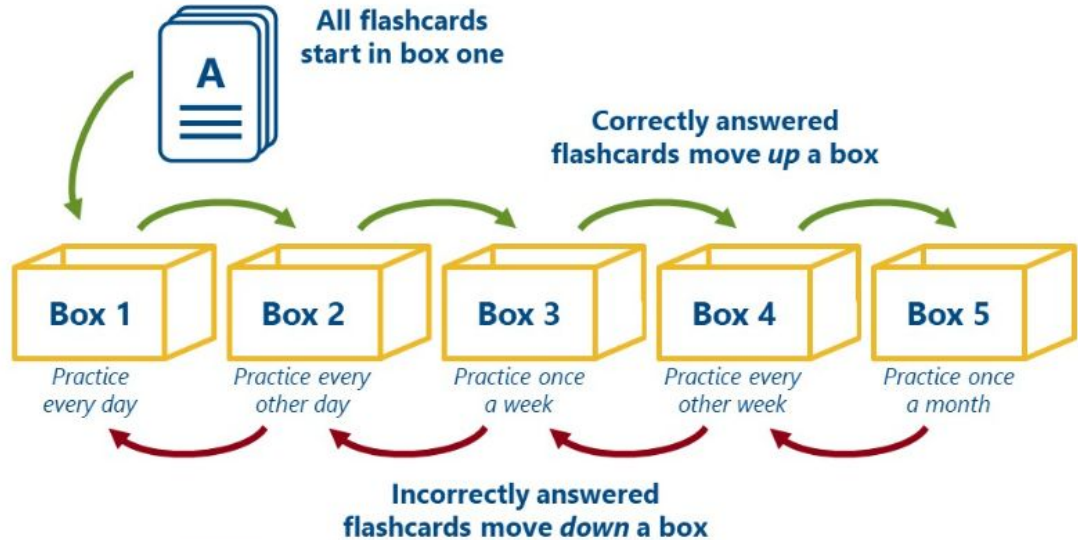
Helping them with this by asking them the questions is a highly valuable way to support them.



Retrieval and spacing practise

The **Leitner Method** is a way of **quizzing** with flashcards where students move the cards to different compartments depending on whether or not they recalled the information correctly. This strategy makes use of **retrieval** and **spacing**.

You can use this method with key vocabulary, key characters, key themes, key quotes or any factual knowledge.



HOW TO USE MNEMONICS



noun

a device such as a pattern of letters, ideas, or associations that assists in remembering something, for example *Richard Of York Gave Battle In Vain* for the colours of the spectrum (red, orange, yellow, green, blue, indigo, violet).

adjective

aiding or designed to aid the memory.



Adobe Stock | #117646458



vector illustration, eps 10

Mnemonic for the Planets

My → **Mercury**
Very → **Venus**
Educated → **Earth**
Mother → **Mars**
Just → **Jupiter**
Served → **Saturn**
Us → **Uranus**
Nine → **Neptune**
Pizzas → **Pluto**

artofmemory.com

The power of creating stories, rhymes, songs to help remember something

Creating stories, rhymes or songs to help remember information/revision is one of the most powerful techniques you can use!

In an exam you can say the story, rhyme or sing the song to yourself (silently!) or jot down a visual mnemonic to help prompt your brain into retrieving the information you need (and that you know!) from the superhighways you have created!



Henry VIII Panda

Red Flag

Train Water

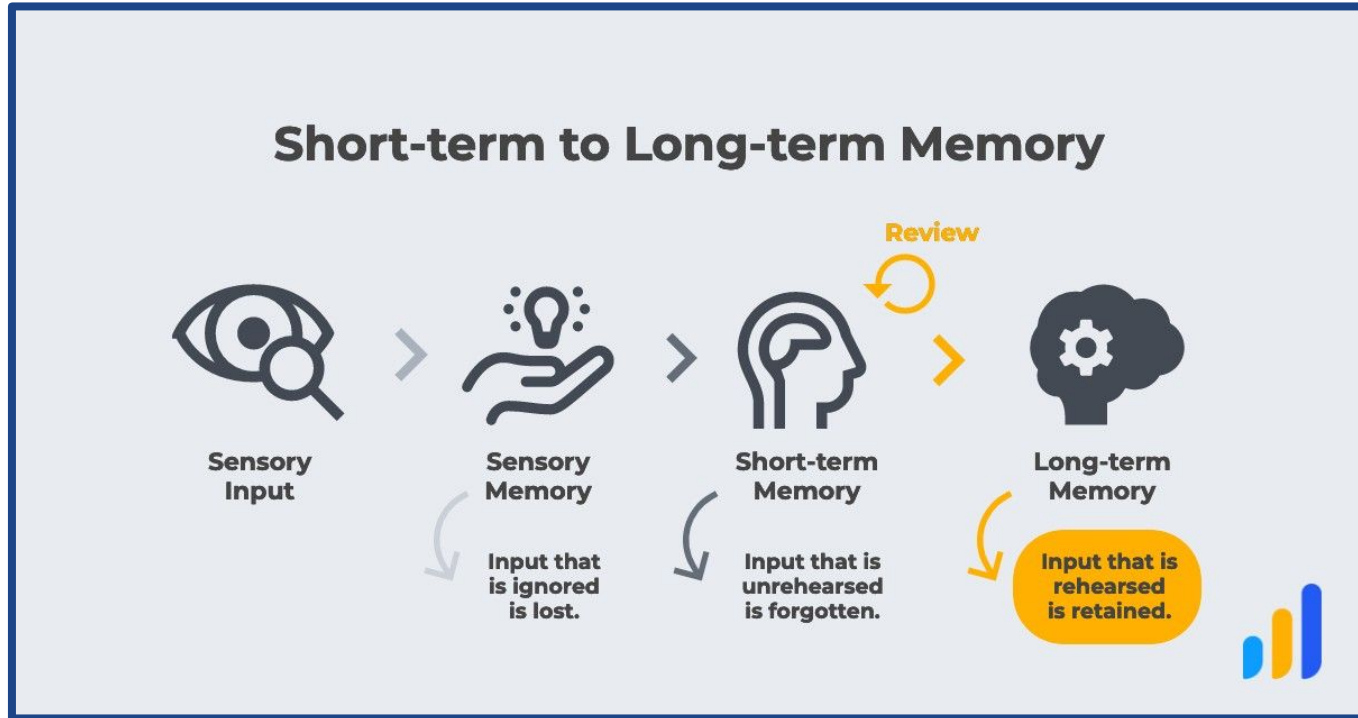
Apple Loud

September Laughter

Cloud Cube

Elephant Net

The 4 Rs - reinforce, repeat, rehearse and recall:



Advice from Year 11 parents (*been there, done that, got the t-shirt!*)

What I know now that I wish I knew then...

Provide little surprises for when they get home ie cakes/chocs/sweet s/favourite food etc.

Working without music (lyrics or non lyrics) is scientifically proven to be most effective.

For my child to always check the back page of the exam!! Make sure they haven't missed a question!

Not to stress if they think an exam has not gone well - once it is done, it is done.

That it will all work out in the end.

Encourage them to tackle the subject they find hardest first.

Encourage them to explain/tell/recite answers to you that they have prepared

Trust them if they say they have done a timetable.

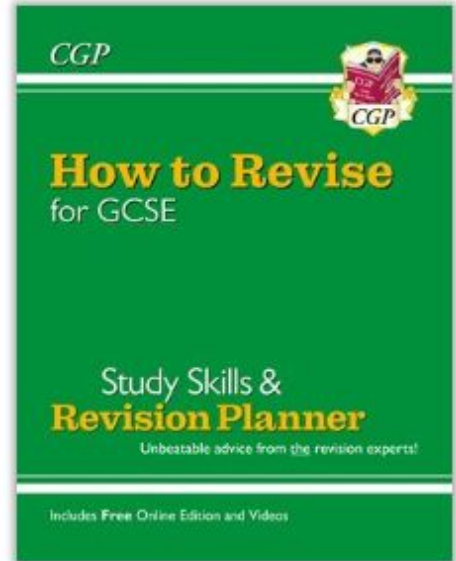
They know more than they let on!

There are a huge range of great websites/app/youtube etc to support them (and you!)



Revision Guides and sessions

- Every student was given one in Year 10 - make sure that they know where they are and that they are proactively using it!
- For those guides you need to purchase yourself, we advise that you do so as soon as possible - please scan the QR codes as you leave.
- The following sessions are running every week and more will become available from January:
- ★ Maths Surgery - Monday, Tuesday, Thursday - 12:30-1:30 - M24
- ★ GCSE History Support Club - Wednesdays 12:45 - 13:20 - M23
- ★ GCSE Poetry Revision Club (B Week only) - 12:50 - 13:30 - L59

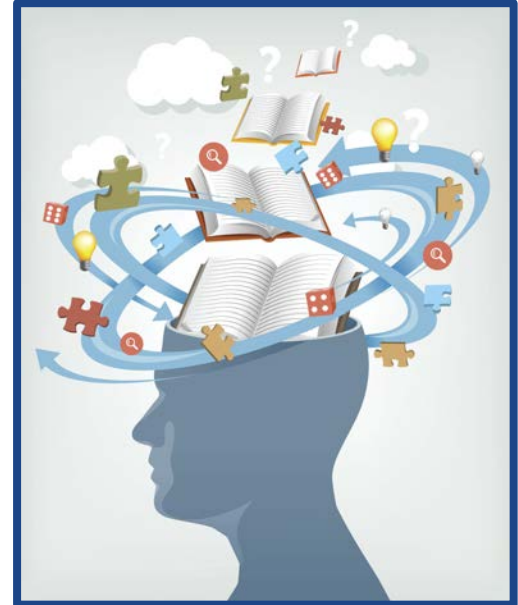


Should I listen to music while I am working/revising?

Research undertaken by psychologists [Perham and Currie, 2014, Applied Cognitive Psychology](#) shows that if you want to EMBED, RETAIN and truly LEARN the information in front of you that you should do this in a quiet (ideally silent) environment.

The findings -

- ➔ Students who revised in quiet environments performed more than 60% better in an exam than their peers who revised while listening to music that had lyrics.
- ➔ Students who revised while listening to music without lyrics (55%) did better than those who had revised to music with lyrics.
- ➔ It made no difference whether students revised listening to songs they liked (38%) or didn't - both led to a reduction in their subsequent test performance (37%).



What does the research say?

- The research shows that even when we think they are doing a quiet activity we are rarely ever in true silence due to notifications pinging through, music/tv on in the background etc.
- Research shows that when a person is fully engaged with a task and they get interrupted that it takes approximately 23 minutes to return to the same level of focus again.
- The research is very clear that we must build up our ability to be able to sit and work in silence so that our brains have the opportunity to process what we are learning, absorb the information, turn it into memories and recharge so that we are ready for the next task.
- This is highly important for students as they will all need to sit in silence for exams during the summer term.



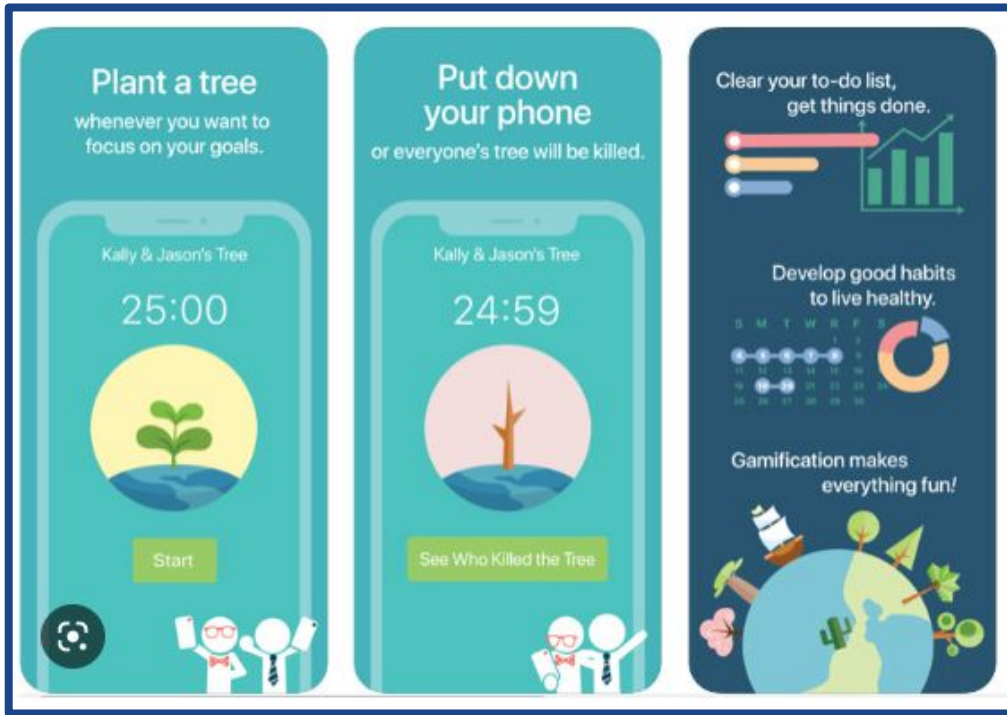
Silence helps you to concentrate better because your brain is able to focus solely on one task and work at its full capacity.

Silence is an important part of the creative process because it shuts out the outside world and what you are doing gets all of your focus.

Silence provides your brain with time to reflect and work out what you need to do next - this can help with problem solving or overcoming things you are struggling with.

How can working in silence help me?





Are there ways that we can stop our devices/social media distracting us?



Yes! Lots of students use this app which supports you to focus on your work/revision and encourages you to stay off social media and other apps.

How does it work?

[Flora App](#)

Flora is a new way to stay off your phone, clear to-do lists, and build positive, life-changing habits. Whenever you want to make progress toward your goals, grow trees in Flora!

Have trouble putting down your phone? Flora blocks distracting apps, such as Facebook, Instagram or games, in a pleasant way to help you focus on what's more important in real life.

Benefits of Silence

Concentration



Creativity



Awareness



WHISPERROOM INC.

The importance of building up Silence Stamina

Why do we find working silently difficult?



We live in an increasingly noisy world - we are bombarded with sounds from the moment we wake up until the moment we go to sleep.

Life has become incredibly noisy - we will all feel this at times and experience how overwhelming it can be.

Your generation have never known a world without pings, notifications, immediate and on demand access to media within seconds.



Thrive and Fly

This is the term we use to describe our academic interventions programme.

Thrive and Fly sessions aim to support those young people who, for whatever reason, are not currently achieving their full potential in school.



‘To improve life chances and outcomes, especially for those who are struggling to fly’



Who will we support?

- Using their NGRT results from last year + their Y10 Progress reports + the insight from their English and Maths teachers, we will identify any students who may benefit from some targeted, bespoke, specialist support.
- We will work with them to help them to identify what it is that is 'keeping them stuck' and then using this discussion and information devise a plan to support, inspire, motivate and help them to become 'unstuck' and free to *THRIVE and FLY*.
- All teachers will work with them in their lessons to address gaps that have been identified both in the classroom and via homework/independent study.
- I will be monitoring identified students to ensure that they are engaging in their Thrive and Fly support and celebrating with them, and you as a family, their progress and successes - however small they may be - one step at a time is key.
- Thrive and Fly support may be on its own or in collaboration with our SENCO, Learning Support and Pastoral Team depending on the child's needs.
- Absolutely key to Thrive and Fly is ensuring that every child feels *seen, heard and rewarded* for the effort, perseverance and progress that they are making. Success and personal achievement will be celebrated using our Behaviour for Learning Rewards system.



Thrive and Fly

Our key focus is on supporting those students whose reading ages are significantly below their expected chronological age or whose key numeracy skills are significantly lower than their MEG. By helping them to build these core skills and develop the confidence and understanding as to how to apply them, they will be better able to access ***all aspects of their curriculum and their learning and in so doing - Thrive and Fly.***

‘To unlock in them the thing that is currently keeping them stuck.’



YEAR 7 LITERACY GOLD, READING FLUENCY PROJECT & LEXIA

Qualified English specialists build on students' existing skills to ensure they are confident and secure in their reading and writing. Support is provided in a small group setting to ensure students are confident and secure in their reading and writing. Support is provided in a small group setting to ensure students are confident and secure in their reading and writing.

YEAR 8 LITERACY GOLD, READING FLUENCY PROJECT & LEXIA

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YEAR 10 TARGETED SUPPORT

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- A range of specialist staff will work with these students in a bespoke way to tailor support to best suit their needs; this will be in small group sessions (max 6 students).
- The support these students receive in Year 7 is the first part of a journey of support that is available at HGS.



YEAR 7 TIMES TABLE CLUB, TT ROCKSTARS, MATHS CLUB, SIXTH FORM AMBASSADORS

- Specialist Maths intervention support available within individual lessons.
- MyClassroom Maths intervention available within individual lessons.
- Times and Multiplication tables support available within individual lessons.
- Maths club available for students who are struggling with their maths.
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YEAR 8 TIMES TABLE CLUB, TT ROCKSTARS, MATHS CLUB, SIXTH FORM AMBASSADORS

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- Times and Multiplication tables support available within individual lessons.
- Maths club available for students who are struggling with their maths.
- Maths club available for students who are struggling with their maths.

Who will lead Thrive and Fly sessions?

Specialist English Intervention tutors:

Miss Walker and Mrs McDonald

Specialist teachers:

Mrs Noble - Specialist LSA

Mrs Batchelor - Head of English



Who will lead Thrive and Fly sessions?

Specialist Numeracy/Maths Intervention tutors:

Miss Gregory and Mrs Bridge

Specialist teachers:

Mrs Kirtland - Maths lead on Pupil Premium Intervention

Mr Alison - Head of Maths



“You can't go back and
change the beginning,
but you can start
where you are and
change the ending.”

— C.S. Lewis



Thank you

Year 11 Information Evening

