

Year 10 Information Evening

12th June 2025



Agenda

- Key dates for Year 10 to Year 11
- What Year 10 mocks are, and they matter
- How they benefit students
- Practical ways parents & carers can support at home
- Support from the School

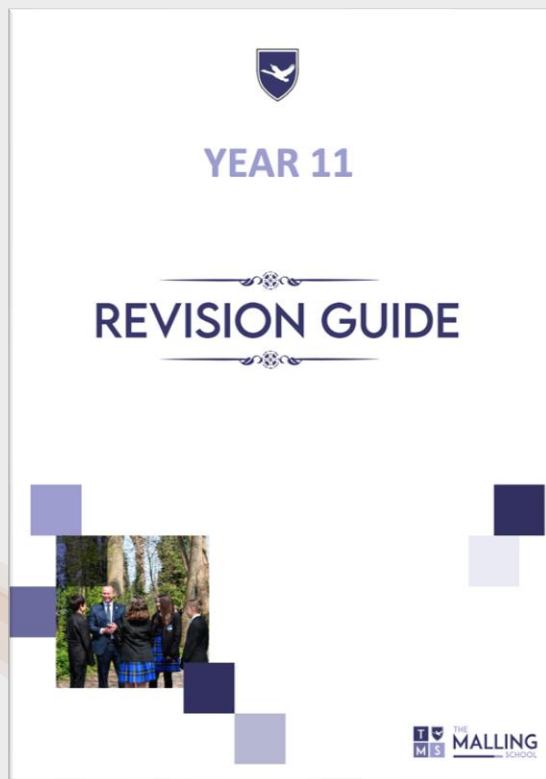


- **Year 11 Information Evening:** September 2025
- **6th Form Open Evening:** November 2025
- **Post-16 applications via Kent Choices:** December 2025
- **First Year 11 Parents' Evening:** November 2025
- **Year 11 Mock Exams:** February 2026
- **Second Year 11 Parents' Evening:** March/April 2026
- **Exams Begin:** 8th May 2025 (TBC)
- **Revised Timetable Begins:** Following May Half-term 2026
- **Y11 Prom:** June-July 2026 (TBC)
- **Results Day:** 20th August 2026
- **GCSE Awards Evening:** November 2026 (TBC)



Key Dates

Communication



8th September 2023

N°2

YEAR 11 BULLETIN

CARING - DETERMINED - REFLECTIVE

Welcome back to all Year 11 students

It's been a successful first week back at school. Students demonstrated their determination to do well by working hard from the start of the very first lesson.

GCSE MINDSET



Before the summer holidays, students reflected on what motivated them and on an over-arching goal. In order to reach that goal, students came up with their missions and medals. The mission being the work and the medal being the reward.

Last week, students revisited their missions and medals which they wrote at the end of last term. We encouraged them to consider their summer holidays and if they had experienced anything which has changed their outlook on their life and consequently what they would like to become. They then took some time to design an activity record for the coming week. An activity record includes any school based activities and any out of school activities that your child might engage with (homework, hobbies, revision, playing on the

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WHY DO WE DO THIS?

We want our students to have a clear vision on what they need to do to be successful, what they want that success to lead to and what they can do in order to get there. They have previously discussed their moral compass where they have turned their goal into a mission / question, for example instead of wanting to study medicine being the goal it becomes 'How can we improve the quality of the healthcare in the NHS?'



WHAT CAN YOU DO?

Discuss with your child what their plan looks like, how much time they have given for their missions and what their medals are.

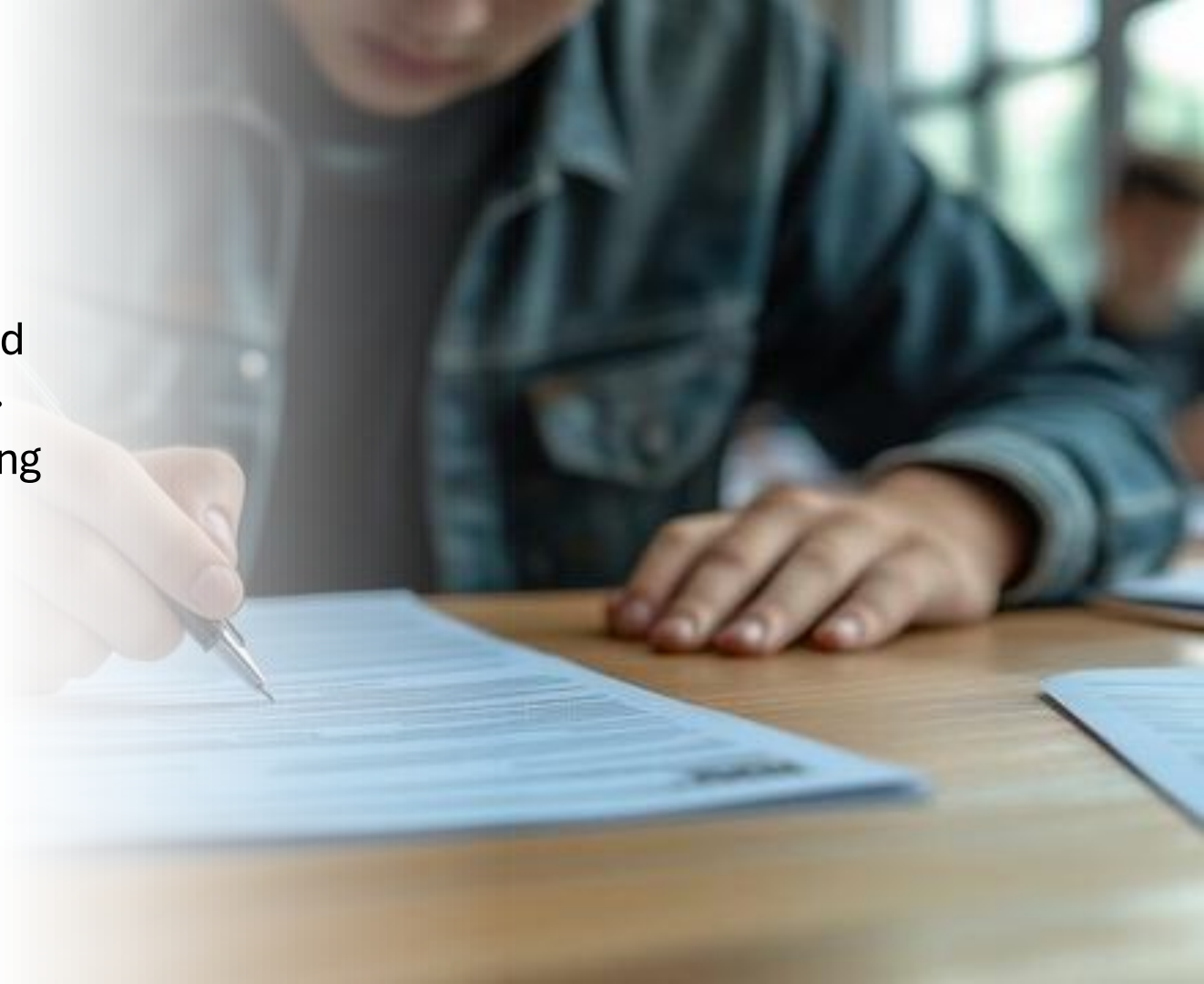
Consider if there is a way that you can get involved with the medals and actively encourage your child to receive them. Medals can be anything from giving themselves a pamper session, extra time playing football with friends or maybe asking for a cheeky take away!

It doesn't matter what it is, what matters is that they feel it is worth earning.

Every student has thought about and noted down a 'lead problem' that they want to solve. Ask your son or daughter about what they have chosen and some possible career paths that may be relevant.

What Are Year 10 Mocks?

- Simulated GCSE-style exams in real exam conditions.
- Assesses content learned so far in their GCSE course.
- A vital step toward building confidence and identifying gaps.





Why do we do Mock exams?

- **Dates:** 16th June – 3rd July
- **Build Exam Experience:** Practice under pressure, time management, and following instructions.
- **Benchmark Progress:** Help teachers and students see what's working and areas for improvement.
- **Shape Future Learning:** Help set intervention plans or differentiated learning in Y11.
- **Boost Motivation:** A reality check for students, often leading to more focus in Year 11.
- “Students who treat mocks seriously tend to outperform expectations at GCSE.”

What will students gain from the experience?

- Reduced anxiety for real exams.
- Improved revision and learning strategies.
- Increased self-awareness and resilience.

Support at Home

1. Encourage a balanced routine

- Adequate sleep, breaks, and healthy eating.
- Avoid cramming the night before.

2. Provide structure

- Help your child create and stick to a revision timetable.
- Keep distractions (especially screens) to a minimum during study time.

3. Offer emotional support

- Reassure them that mocks are about learning, not punishment.
- Avoid too much pressure – aim for encouragement and open conversation.

4. Help with revision tools

- Flashcards, mind maps, quizzes.
- Offer to test them or just ask how revision is going.

5. Communicate with school

- Know where to find resources (e.g., school website, revision guides).
- Contact teachers if unsure about anything or if your child seems overwhelmed.

Summary

- Mocks are a stepping stone, not the destination.
- They help inform teaching, revision, and student self-awareness.
- Parental support makes a **huge** difference — especially emotionally.

Final takeaway message:

"Be calm, be consistent, and be present — your support is a powerful part of their success."

Next steps into Year 11



How we continue to support into Year 11

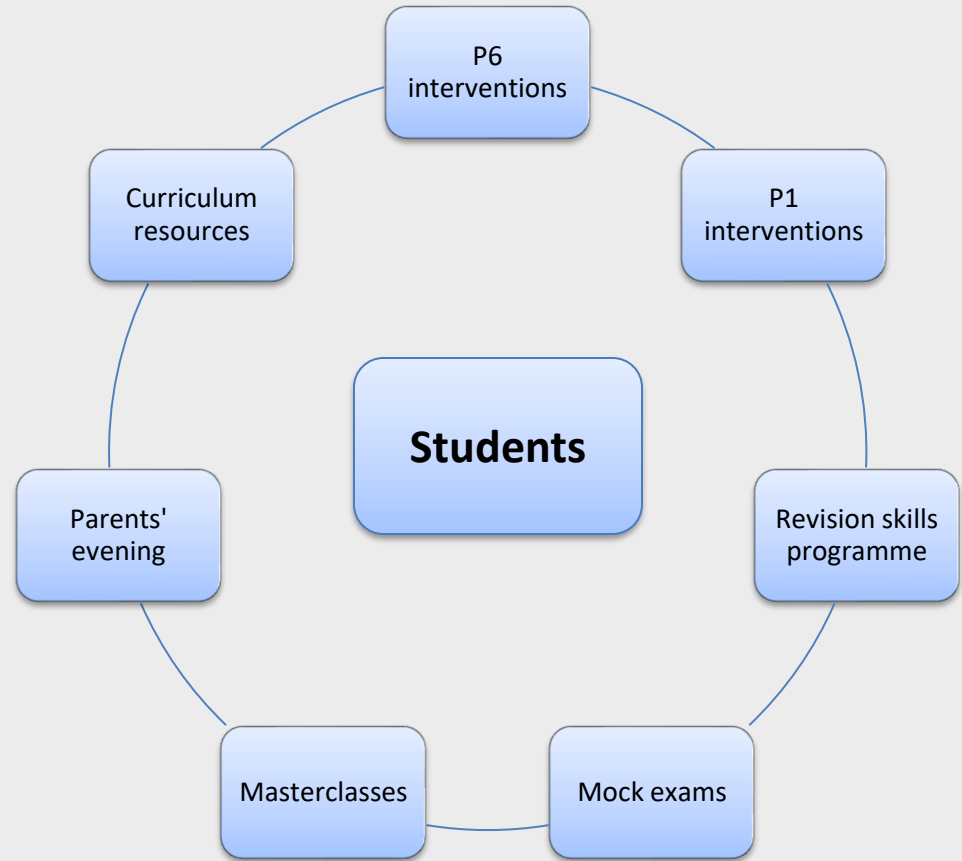
- Tracking & monitoring
- PSHE
- P1 intervention
- P1 Preparing for Success
- Assemblies
- Revision guides
- Resources on Teams
- P6 sessions
- Holiday revision sessions
- Careers & sixth form interviews

Year 11 Support

- Mrs Cook will be leading on assemblies, celebrating rewards, addressing behaviour and/or pastoral concerns.
- Dr Shirley will be focused on academic progress of Y11 students.

P1 Sessions

- P1 interventions are targeted based on mock and lesson data analysis, and our Preparing for Success



Monitoring & intervention



Motivation to revise

- **Effective quality revision is better than lots of less effective revision**
- **A key challenge: building motivation for independent study**
- **Developing these habits now supports long-term academic success**

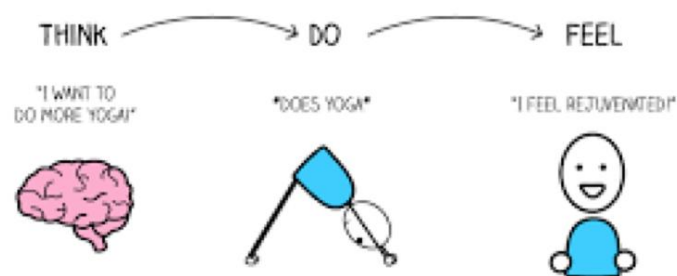
Mind/Body Interaction

Start doing the right things and you will start believing!

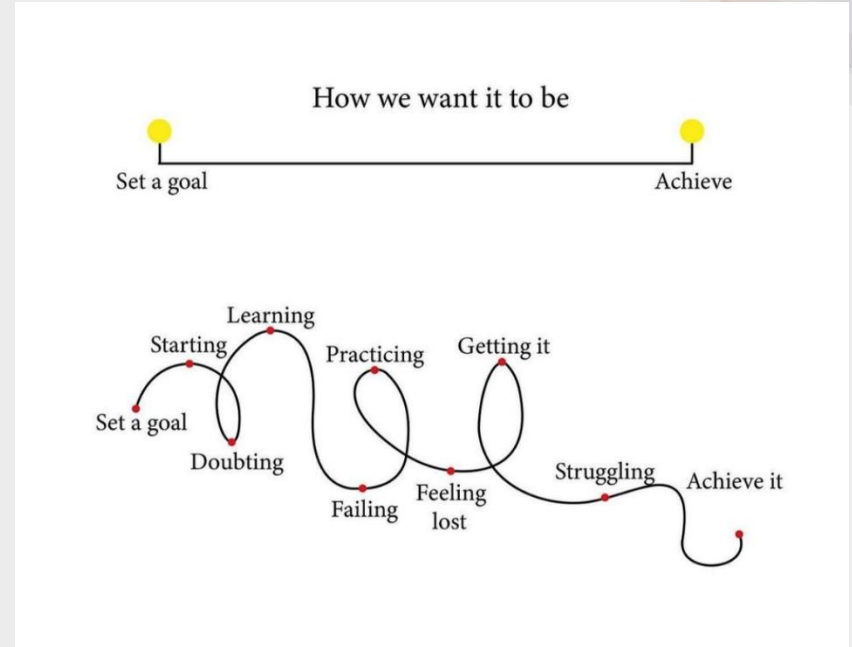
HOW I THOUGHT BEHAVIOR WORKED... (THE INEFFECTIVE FRAMING)



HOW BEHAVIOR REALLY WORKS: AN EFFECTIVE MODEL FOR BEHAVIOR CHANGE



Maintaining Motivation

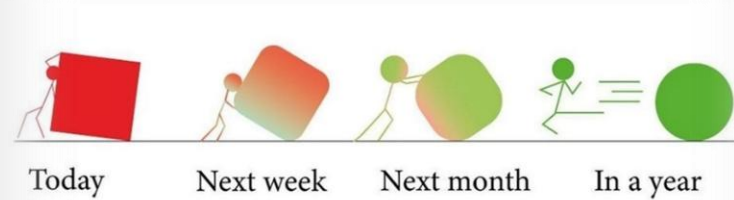
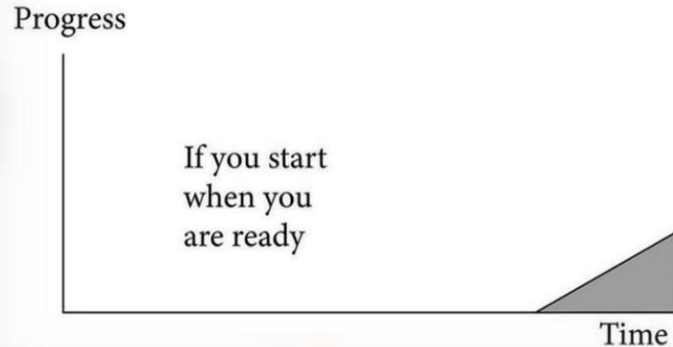
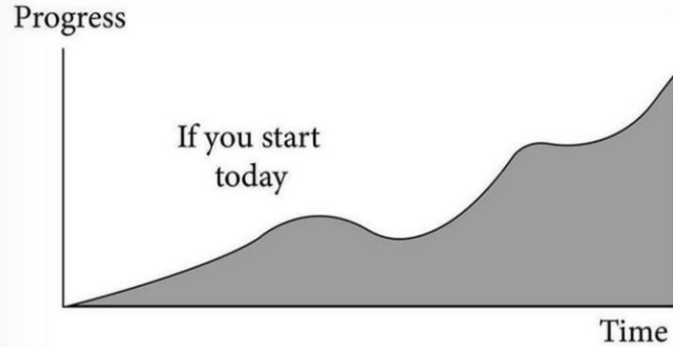


Time Management

	Before School (early morning: 7.30-8.30)	During School (morning and early afternoon: 8.45-3.20)	After School (twilight: 4.00-4.30)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Before School (early morning: 7.30-8.30)	During School (morning and early afternoon: 8.45-3.20)	After School (twilight: 4.00-4.30)	Evening (7.00-9.30)
4 daily goals	At School	Rest	Geography - coastal landforms create flashcards and start testing.
4 daily	At School	Maths Intervention	Rest
4 daily	At School	Science Intervention	History - Medicine revise mock exam questions with mark scheme. create perfect a poster
4 daily	At School	English Intervention	Rest
4 daily	At School	Rest	BTEC Sport course write 250 words and make 5 improvements to whole project.
English Literature - 'An Inspector Calls' Exam question - 15 minutes planning 45 minutes writing.	Rest	Rest	English Language P1 - Test myself on all 5 question strategies.
	Rest	Maths - Ratios - watch Heggarty video and complete tasks weakness from mock exam.	Rest

Why put the effort in now?



Homework Habits

- Be organised
- Keep a record of your homework
- Aim to complete it on the day it is set or plan for when each subject will be completed
- Use the school facilities to complete tasks
- Have a set amount of time dedicated to each homework session
- Work in a calm & quiet place away from distractions
- Turn off mobile phones or any other distractions

Attendance & Punctuality

Total number of weeks missed in Years 10 and 11	% of students achieving 5+ GCSEs standard passes
0	79
0-1	74
1-2	69
2-3	64
3-4	58
4-5	52
5-6	46
6-7	40
7-8	35
8-9	31
9-10	28

Data from a DfE research report highlights the strong link between attendance and excellent attainment at KS4

Tips for managing the mock exam period

Students:

- Develop a Study Plan and Set Realistic Goals
- Take Regular Breaks
- Practice Self-Care
- Build a Support System
- Ask for help when you need it

Parents:

- Encourage Breaks and Self-Care
- Be Supportive and Understanding
- Seek Professional Help if Needed



The Role of a Parent

Effective Revision

1) Self Testing (High)

2) Spacing practice out – revisiting topics every few weeks (High)

3) Teaching someone else the topic (High)

4) Writing out explanations of complex ideas (Med)

5) Moving from topic to topic while revising – snaking rather than binging (Med)

6) Writing summaries of information (Med)


7) Reading whilst highlighting key terms (Med)

8) Creating phrases, songs or lists to recall information (low)


9) Turning information into images (low)

10) Re-Reading notes (low)


Be the Teacher

- 1) The young person selects a topic they are finding difficult and spends some time preparing to teach their parent about the topic.
 - 2) The young person teaches the topic. The parent listens carefully and notes down key questions.
 - 3) The parent asks questions to challenge and deepen the young person's understanding.
- 

What might this look like?

- 1) You used the word _____ can you explain to me what they means?
 - 2) When you said _____, I didn't quite understand. Would you explain that bit again?
 - 3) What was the significance of _____?
 - 4) What else do you know about _____?
- 

Let's give it a try...

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What might this look like?

Reaction Rates

Reactions can be **fast** or **slow** — you've probably already realised that. It's exciting stuff. Honest.

The **Rate of Reaction** is a Measure of **How Fast the Reaction Happens**

The **rate of a reaction** is how quickly a reaction happens. It can be observed **either** by measuring how quickly the reactants are used up or how quickly the products are formed. The **rate of a reaction** can be calculated using the following formula:

$$\text{Rate of Reaction} = \frac{\text{amount of reactant used or amount of product formed}}{\text{time}}$$

It's usually a lot easier to measure products forming.

You Can Do **Experiments** to Follow **Reaction Rates**

There are different ways that the rate of a reaction can be **measured**. Here are three examples:

Precipitation

- 1) This method works for any reaction where mixing **two see-through solutions** produces a **precipitate**, which **clouds** the solution.
- 2) You **mix** the two reactant solutions and put the flask on a piece of paper that has a **mark** on it.
- 3) **Observe** the mark through the mixture and measure how long it takes for the mark to be **obscured**. The **faster** it disappears, the **faster** the reaction.
- 4) The result is **subjective** — **different people** might not agree on **exactly** when the mark 'disappears'.



You can use this method to investigate how temperature affects the rate of the reaction between sodium thiosulfate and hydrochloric acid. See page 130.

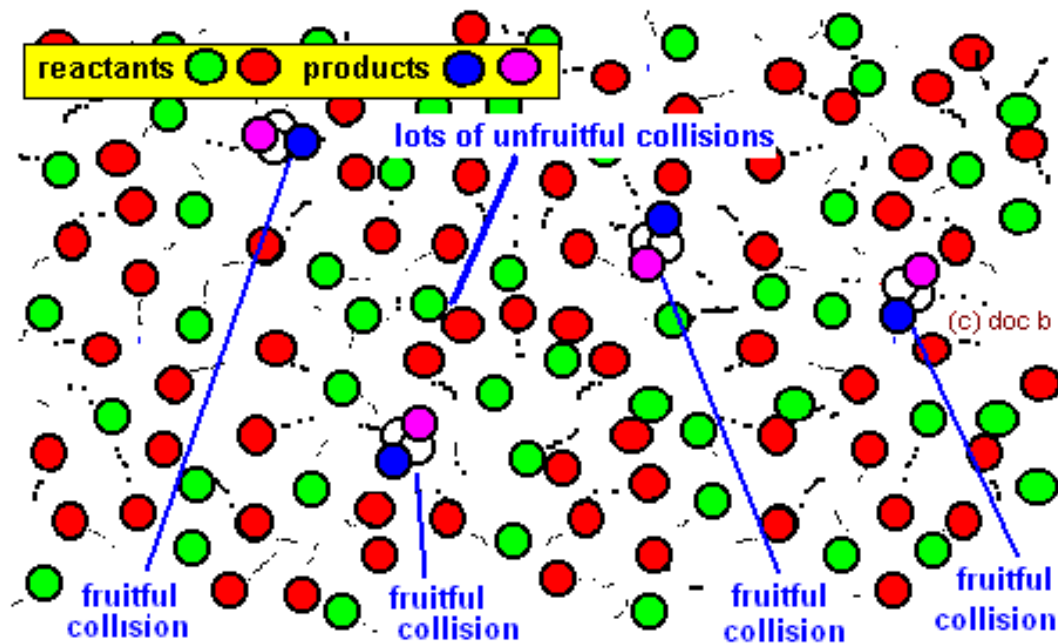
How is the rate of a reaction calculated?

$$\text{Rate of reaction} = \frac{\text{Amount of reactant used/product formed}}{\text{time}}$$

How can you measure the rate of a reaction when a precipitate is formed?

- Place a black cross beneath a beaker containing one reactant.
- Time how long it takes the cross to disappear once the second reactant is added.

What might an ineffective flashcard look like?



COLLISION THEORY

The green and red circles could represent e.g.

two reactant gas molecules in a mixture

OR


two dissolved reactant molecules in a solution

MOST COLLISIONS ARE UNFRUITFUL!

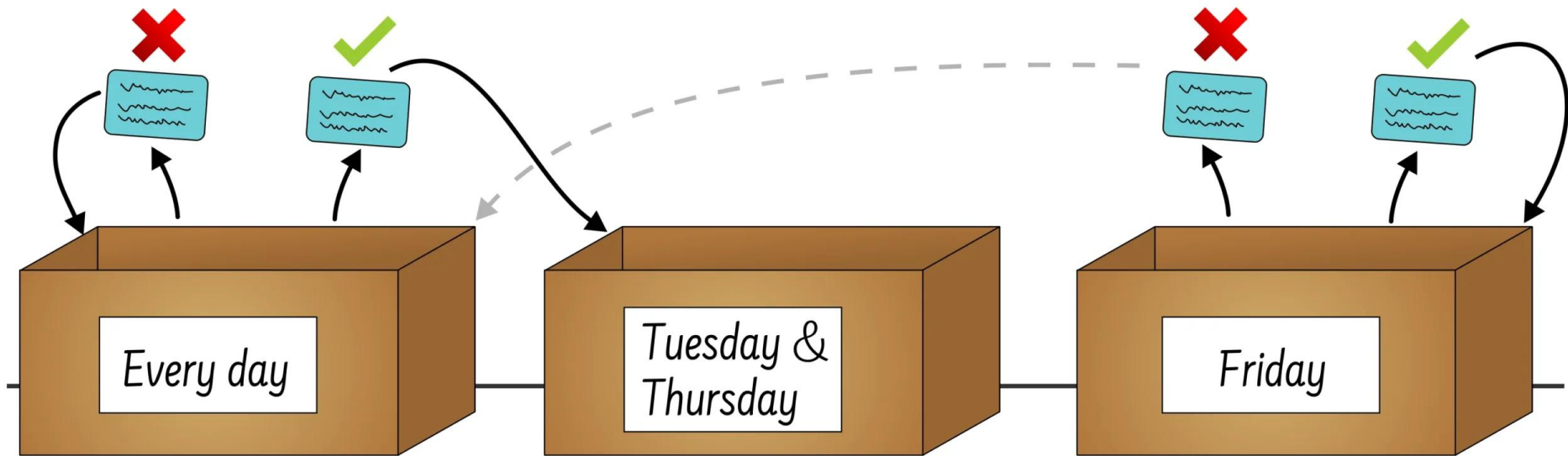
Every so often reactant molecules collide, if they do so with sufficient energy, bonds are broken and new bonds formed to give the products. You can apply collision theory to explain factors that control the speed of a reaction e.g. to explain an increase in the rate of a chemical reaction by THINKING ...

- ... (a) how and why was the frequency of collisions increased?
- or (b) how and why was the energy of the collisions increased?
- or (c) how and why was the activation energy decreased?

Studying with flashcards

- 1) The student selects a topic they are going to revise.
 - 2) They write question & answer flashcards on this topic, focussing on the key knowledge.
 - 3) The parent/carer then quizzes the young person on these questions.
 - 4) The cards they answer correctly go into one pile and the ones they answer incorrectly go into a second pile.
 - 5) The young person is then quizzed again to see if they can move the incorrect cards into the correct pile.
- 

Let's give it a try...



The background features decorative curved lines in the corners. In the top right, there is a thick, multi-layered arc in shades of orange and light blue. In the bottom left, there is a similar thick, multi-layered arc in shades of light blue and orange. The text "Thank you" is centered in the upper half of the image.

Thank you