

# YEAR 11 BULLETIN

## CARING - DETERMINED - REFLECTIVE

### Supporting Your Child Through Effective Goal Setting

As students work toward their mock exams, one of the most powerful ways to boost motivation is through clear and thoughtful goal setting. Parents and carers can make a big difference by talking with their child about what they want to achieve and how they can get there.

#### Why Goals Make a Difference

Research from educational psychology shows that students who set specific, challenging goals tend to work harder and achieve more than those who set vague or easy targets.

For example, a student who **aims** for a Grade 6 tends to put in more focused effort than someone who simply says they are **happy** with a Grade 4. Clear goals help students direct their attention, plan their revision and stay motivated when topics feel difficult.

Clear goals help students:

- Focus their attention
- Plan their revision better
- Stick at challenges, even when topics get difficult
- Feel a sense of purpose and progress

Even if they do not fully reach their highest goal, aiming higher usually leads to better outcomes and greater confidence.

#### Every Child is Different

It is important to remember that goals must be personal. A Grade 4 can be a significant achievement for one student, while another may need the challenge of aiming for a Grade 7. What matters is that each child sets goals that stretch them at the right level and that they feel supported throughout the process.

#### How Parents Can Help at Home

##### Talk about goals

Ask your child what they hope to achieve and what they feel proud of already. Encourage them to think about their strengths and what they want to improve.

##### Make goals clear

Help them turn “I want to do better in Maths” into something specific, such as “I want to improve my confidence with algebra” or “I want to move from a 4 to a 5 in my next maths mock”. Specific goals give direction and help students know what to revise.

##### Break it into steps

Encourage small weekly targets like sticking to their revision

timetable, completing revision tasks or practising tricky topics. Small wins build confidence and keep motivation high

##### Celebrate effort

Praise hard work, progress and good study habits. Confidence grows when effort is noticed.

##### Encourage routines

Regular, short study sessions, good rest and a calm routine make a big difference.

##### Avoid comparisons

Focus on your child's journey. Aiming for a Grade 4 or a Grade 7 can both be signs of ambition, depending on the child's starting point. Celebrate their progress, not someone else's.



#### Looking Ahead

With clear goals and supportive routines at home, students are more likely to feel motivated, organised and confident as they move toward their exams. If you would like more guidance, please contact the Year 11 team.

## Year 11 MOCKs

Year 11 mock exams will take place from **Monday 26th January to Friday 13th February**. These exams are an important opportunity for students to prepare for their final GCSEs and identify areas for improvement. Students are encouraged to use the revision and exam strategies they have been developing in Period 1 sessions to help them perform at their best. Mock timetables will be shared at a later date.

## Year 11 Performing Arts – Important Deadlines

Year 11 students studying Performing Arts are now approaching key deadlines for Component 2, which, alongside Components 1 and 3, determines their final BTEC grade. Please note that no extensions or resubmissions are allowed for this component, so it's vital all work is completed by the dates below:

- **Drama** – Written work due Wednesday 3rd December
- **Dance** – Written work due Friday 5th December
- **Music** – Performance/Production final deadline: Monday 1st December

## Science Virtual Period 6

We are continuing with our trial of virtual tutoring sessions, via the [2025 – Y11 Team](#), offering a flexible way to learn from home. Next week we are trialling a later time, the session will run on Tuesday, 6:30-7:30 pm,

**Period 6:** The sessions run from 3.30-4.30 pm.

Day	SUBJECT	Location
Monday	Maths (Foundation) <b>Topic: Substitution</b>	R13
Tuesday	Science <b>Chemistry: Chemical bonding &amp; properties</b>	In person: R7
	Business	Virtual: 18:30-19:30 P2
Wednesday	English <b>Poetry Anthology</b>	R11
	Computer Science	B4
	French & Spanish	Languages corridor
Thursday	Psychology	TSS
	Drama / Dance / Music	
Friday	Maths (Higher)	R16
	<b>Topic: Upper and lower bounds</b>	

### What to revise this week?

**Biology:** 6. Plant structures and function - [BBC bitesize: Plant structures & photosynthesis](#)

**Chemistry:** 3. Electrolysis of molten salts & salt solutions - [BBC bitesize: Electrolysis](#)

**Physics:** 8. Forces doing work - [BBC bitesize: Forces doing work](#)

**Geography:** Weather and climate -The UK's climate, Tropical cyclones, Hazards, Hurricane Sandy and Typhoon Haiyan (CASE STUDIES) - Revision guide p. 34-38.

**History:** Life in Nazi Germany and the Persecution of minorities - [resource](#)

**Business Studies:** Theme 1 practice paper – As directed in class

**Psychology:** Brain & Neuropsychology: The Structure and Function of the Brain – [The Brain and Neuropsychology CB P5-7](#)

**Sociology:** Social class and education - Purple book p.54 and your curriculum book