



Welcome to Yr 11 Information Evening

Tom Kelly
Headteacher



COURAGE

COMMITMENT

COMPASSION



Mr M Gill

Deputy Headteacher Curriculum



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What is tonight all about?

Sharing all the ways you can support your son or daughter throughout the most important year in their school life. We will go through the following:

- Key dates throughout the academic year;
- Sharing revision strategies;
- A focus on Maths and English;
- Advice from a parent from last year.

We will then split into three groups and actually practise some of these ideas, in the following rooms:

- The Hub - How to use the past papers and online resources;
- Room 2 - Effective use of mind-maps;
- Room 21 - Creating cue cards and flash cards that actually help;
- Room 22 - Getting organised - NOW!

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Key Dates for all Year 11s

- PPE (1) 25th November -6th December. See timetable that has been handed out.
- Reports sent home during week commencing 11th January.
- Year 11 Parent Evening Thursday 24th January 2019.
- PPE (2) 18TH March - 27th March 2019. Timetable will be handed out in January/February.
- Reports at AP3 sent home week commencing 12th April.
- GCSE examinations start in early May. The first big exam is usually around 14th May and they last for six weeks, finishing by 20th June.



Revision tips

Some Year 11s aren't doing their homework!!

Actions:

- Study hub open every lunchtime and after school until 4.20pm;
- Town passes only given to those hitting homework deadlines, behaviour/ uniform/ punctuality expectations and giving something back to BHS;
- Tutor time being used to create homework/ revision timetables;
- After school revision sessions.

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Revision tips

Key messages:

- Each Year 11 student should be completing homework or revising for a minimum of one hour a night *in short focused bursts*
- This can then be increased in the build up to assessments or PPEs
- **Treat PPEs really seriously.** Get into good habits
- A revision TT should be realistic and allow space for hobbies, part-time work, rest, family time and other commitments
- **However some changes/ sacrifices will have to be made to the weekly routine to prioritise GCSE success!**



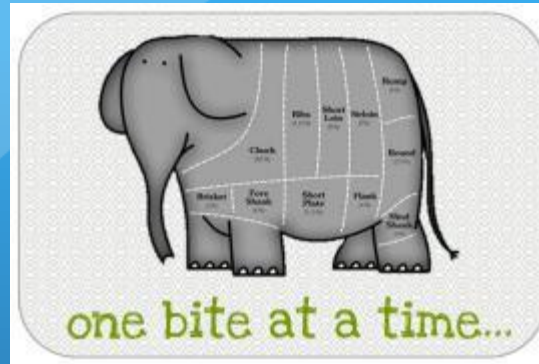
How can parents help?

LIFE IS A TALE
TOLD BY AN
IDIOT —
FULL OF
SOUND & FURY,
SIGNIFYING
NOTHING

shutterstock.com · 492664666

**Talk about
revision**

**Diet, exercise
and sleep are
really important**



‘Of course your
older brother
did really
well...’

‘Janet from
work says her
daughter is
revising for
three hours a
night!’



‘You’ve worked
really hard this
week. Takeaway
night tonight!’

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You can't concentrate with your phone on!



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Jon Moulding
Head of Faculty
Maths and IT



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The Plan

- Nov 19
- Nov 19
- Dec 19 to March 20
- March 20
- April to May 20
- SOL Complete.
- PPE 2 - Grade and review.
Review tier of entry.
- Teach and assess the gaps.
Practice Papers.
- PPE 3 - Grade and review.
Review tier of entry.
- Teach and assess the gaps.
Practice papers.

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The Plan - In Class.

- Use of 'Race to the staples'.
- Use of End of Unit Assessments as homework.
- Use of 'walking talking mocks'.
- Discussion and practice of exam techniques.



The Plan - Outside lessons.

- Registration Confidence Boost - 3 sessions per week - Foundation and Higher.
- Mondays lesson 6 - Foundation and Higher.
- Easter Holidays - One/Two Day Maths Conference - Foundation and Higher.
- Drop in to your maths teacher - lunch time or after school.



Best Revision in maths is by doing maths -

- Memorise formulae.
- Know your scientific calculator.
- Practice questions - CGP EDEXCEL Higher/Foundation work book (with answers).
- Maths Genie website.



Mr T Wild

Head of English

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GCSE English



Language

Literature

Paper 1

1hr 45

50 %

Paper 2

1hr 45

50 %

Paper 1

1hr 45

40 %

Paper 2

2hr 15

60 %

A. Reading

Prose fiction extract

1. Information
2. Language
3. Structure
4. Critical response

B. Writing



5. Narrative or Descriptive

A. Reading

19th + 20th/21st
century non-fiction

1. Information
2. Summary
3. Language
4. Comparison

B. Writing

5. Present a
viewpoint

- Letter
- Newspaper article
- Speech
- Leaflet

A. Shakespeare



'Extract essay'

B. 19th-century



'Extract essay'

A. Modern Prose



Essay

B. Anthology



Comparative
question

C. Unseen Poetry

1. Analysis of one unseen poem
2. Comparison of unseen poem to another unseen

Give EVIDENCE:

Support your point with an embedded reference from the text.

Key Approach

Pick TECHNIQUE:

Identify how the writer achieves their effect.

Make clear POINTS:

Answer the question clearly and fully.

Analyse

Explore how the writer's methods achieve their effect.

Link

Think bigger! Link to the writer's intentions and the context of the point you are making.



WHAT?

HOW?

WHY?



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GCSE English Literature



Revision

- Independence
- Organisation

Literature

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1hr 45

40 %

Paper 2

2hr 15

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A. Shakespeare



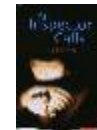
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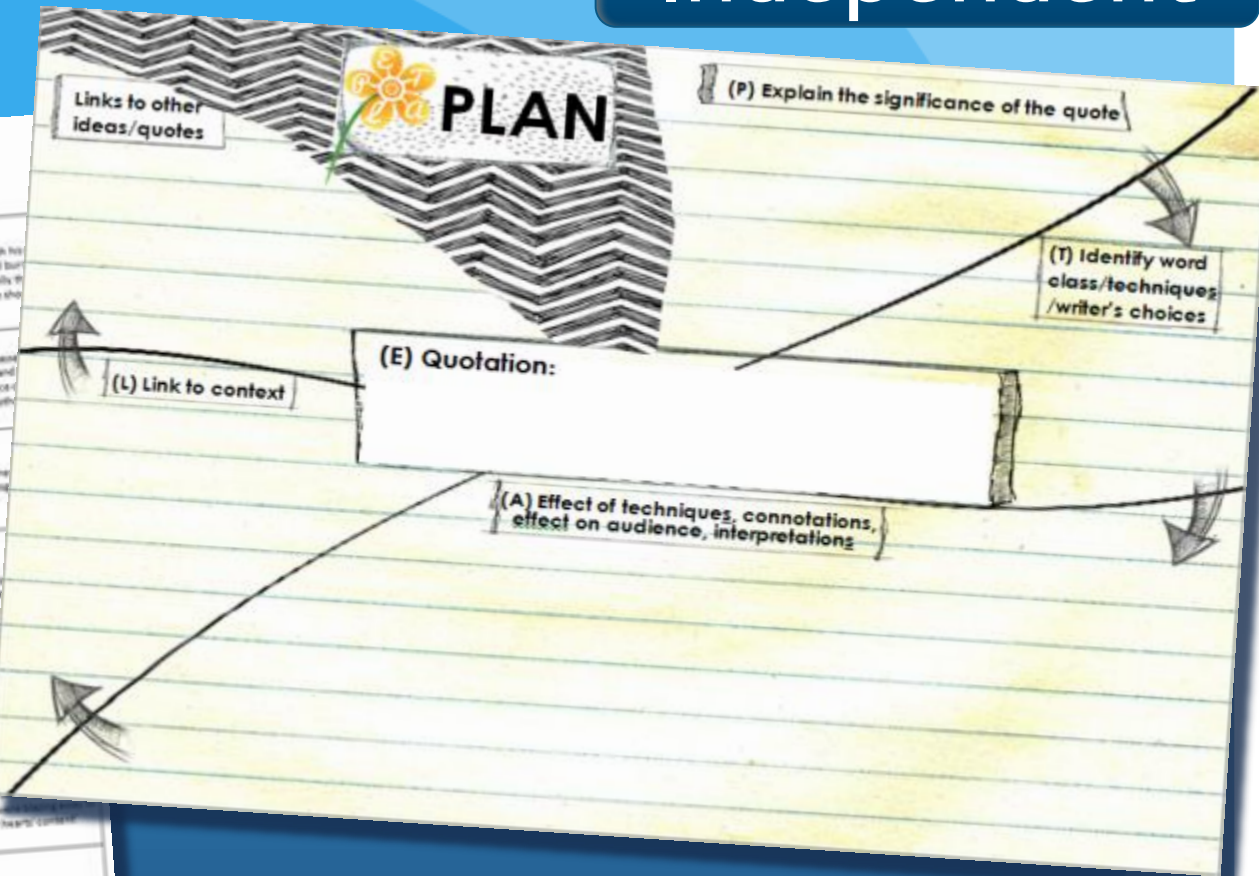
Comparative question

C. Unseen Poetry

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Independent

A CHRISTMAS CAROL in 50 Quotes				
1. "wrenching, moaning, without end"	2. "hard and sharp as flint"	3. "secret, and self-contained, and solitary as an island"	4. "looked like one cold"	5. "his eyes sparkled, and his breath smoked again"
6. "he went more, grained and mounded by the hungry cold as bones are gnawed by dogs"	7. "melancholy dinner in his usual melancholy tavern"	8. "dark and brooding"	9. "like a child, yet not so like a child as the old man"	10. "bright, clear as light"
11. "I was the chain I forged in life... I link by link, and yard by yard"	12. "Business! - Mankind was my business."	13. "like a child, yet not so like a child as the old man"	14. "I should like to have given him something: that's all."	15. "The dead a woman... and had, as I think, children"
16. "I went to see his poor forgotten self as he used to be."	17. "I should like to have given him something: that's all."	18. "Such a creature, quite as graceful and as full of promise, might have called him father, and been a springtime in the haggard winter of his life, his right groove every groove"	19. "Such a mighty blow went roaring up the chimney as that dull patrifaction of a heart had never known"	20. "I was able to do my duty"
21. "There were ruddy, rosy cheeks, broad and Spanish, glowing in the fairness of growth like Spanish"	22. "I was in ribbon!"	23. "I was in ribbon!"	24. "I was in ribbon!"	25. "I was in ribbon!"
26. "I was in ribbon!"	27. "I was in ribbon!"	28. "I was in ribbon!"	29. "I was in ribbon!"	30. "I was in ribbon!"
31. "I was in ribbon!"	32. "I was in ribbon!"	33. "I was in ribbon!"	34. "I was in ribbon!"	35. "I was in ribbon!"
36. "I was in ribbon!"	37. "I was in ribbon!"	38. "I was in ribbon!"	39. "I was in ribbon!"	40. "I was in ribbon!"
41. "I was in ribbon!"	42. "I was in ribbon!"	43. "I was in ribbon!"	44. "I was in ribbon!"	45. "I was in ribbon!"
46. "I was in ribbon!"	47. "I was in ribbon!"	48. "I was in ribbon!"	49. "I was in ribbon!"	50. "I was in ribbon!"



Can you learn 200 quotes?
Do you *need* to?

Character: Arthur Birling

Independent

Birling is an anxious man who's desperate to win the approval of the Croft's

Birling likes to be respected as he is obsessed with his status and would "give thousands" to avoid scandal. He blames the inspector for making a "nasty mess" of the night's celebrations

He won't accept responsibility for the death of Eva Smith as he doesn't think of other people as he doesn't believe in "community and all that nonsense" as people are "cheap labour"



Ambitious
"There's a very good chance of a knighthood"

Business-minded
"A hard-handed, practical man of business"

Selfish
"A man has to make his own way"

Anxious
"There'll be a public scandal - unless we're lucky"

He's a successful and ambitious businessman as he views his daughter's marriage as a business deal that will bring "lower costs and higher

He's a successful and ambitious businessman who thinks positively about the future and views strikes to his company as no more than "silly little war scares"

An Inspector Calls

Organised

Character analysis -
Arthur Birling

Character analysis -
Inspector Ghoul

Character analysis -
Sybil Birling

Character analysis -
Sheila Birling

Character analysis -
Eric Birling

Character analysis -
Gerald Croft

Character analysis -
Eva Smith / Daisy
Renton

Themes - Family life

Themes - Social class

Themes - Young and Old

Themes - Men and
Women

Themes - Judgment

Themes - Learning
about life

Themes - Social
responsibility

Organised

The opening makes it sound like a story but also suggests a loss

The Emigrée

There once was a country... I left it as a child

but my memory of it is sunlight-clear

for it seems I never saw it in that November

which I am told comes to the mildest city

The worst news I receive of it cannot break

my original view, the bright, filled paperweight

It may be at war, it may be sick with tyrants

but I am branded by an impression of sunlight

The white streets of that city, the graceful slopes

glow even clearer as time rolls its tanks

and the frontiers rise between us, close like waves

That child's vocabulary I carried here

like a hollow doll, opens and spills a grammar

Soon I shall have every coloured molecule of it

It may by now be a lie, banned by the state

but I can't get it off my tongue. It tastes of sunlight

I have no passport, there's no way back at all

but my city comes to me in its own white plane

It lies down in front of me, docile as paper

I comb its hair and love its shining eyes

My city takes me dancing through the city

of walls. They accuse me of absence, they circle me

They accuse me of being dark in their free city

My city hides behind me. They mutter death

and my shadow falls as evidence of sunlight

The poem ends on a positive note - despite the threats of death, the city is still associated with sunlight, just as it is at the end of the first two stanzas

This suggests another voice telling her about their past

Suggestion that the country has been invaded & that the speaker is the very last person

The description makes the city sound pure, almost heavenly

Time is passing as an enemy, but it could also be the speaker's memory

The first line of the stanza sounds hopeful but the next single line changes the mood completely

Childlike joy in this description - nostalgic like a child playing with a pet

It's unclear who 'they' are, but they are menacing and the repetition heightens their threat to the speaker

city/country she left as a child pure life view about it

place is never named

city/country she left as a child pure life view about it

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Basic clues to remember

Caesura
my home is in a small town
a village in a valley from the hills of England
as you can see the way
of imposing order
if you find power number has
reflecting over in place
but she does



GCSE English Literature



Revision

- Independence
- Organisation

Revision Guides
K:English/Year 11

- Online materials

Sparknotes
Bitesize
genius.com
Seneca Learning
Mr Bruff- Youtube

- Thursday nights
- *Your teachers!*

CGP

SNAP

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Revision

- Lots of practice
- Quiet space
- Time limits
- Use feedback from previous assessment.

- *Reading!*

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Mrs A Knight
Director of Access
and Inclusion

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Access and Inclusion



- Pastoral and SEMH provision
- Safeguarding
- Attendance
- Disadvantaged learners
- Additional needs - SEND



Pastoral and SEMH provision



- Form tutors.
- Geoff Chapman - Head of Key Stage.
- Mr McMillan - Pastoral team leader.
- Mrs Gray and Mrs Freeman - Pastoral Support workers.

Wave 1 Quality First pastoral support - form tutor/ pastoral support worker.

- ⇒ SEMH/pastoral issues to be communicated to form tutor as first point of contact (either from pupil, staff or parent).
Form tutor to support pupil where necessary and to communicate with home/school as necessary.
Form tutor to liaise with HOKs and/or pastoral support workers where necessary.

External agency support

- ⇒ CAMHS
School nurse/ healthy child
Possible referral to Compass Reach
Possible referral to collaborative for further SEMH support
Possible referral to Early Help (if appropriate)

Pastoral and SEMH support at Bedale High School

Peer to peer support

- ⇒ Pupils to be referred to Peer Listeners by self referral or by staff referral. 1:1 sessions (avg of 4-6 sessions).
Support from Wellbeing prefects to be arranged through GCH.

Compass Buzz support 'in-house'

- ⇒ Pupils to be referred by staff (using proforma) to SBR/GCH/LGR for support. 1:1 support around any SEMH issues (avg of 4-6 sessions)
Ashleigh Coombs to support still as required
Request for support consultation process with Compass Buzz (new)



Disadvantaged learners



- Tiered approach within school allows for a holistic approach to support pupils who may be disadvantaged in some way. Focus on current and past attendance, any SEND, progress in English and Maths and any further barriers to learning.
- Not disadvantaged, but Service pupils are also monitored and supported in this way.



Additional needs - SEND



- Small team of TAs - Mrs Wagstaff (HLTA), Mrs Barry (HLTA), Mrs Siddique (ATA), Mrs Hoile (GTA) and Mrs Judd (PT GTA).
- Mrs A Knight as school SENCo.
- Quality assurance of quality first teaching within the classroom to meet the needs of all.
- Monitoring of Green folders - IPMS.
- Monitoring and implementation of interventions and multi agency working.
- Monitoring progress of both academics and personal development skills.
- Access arrangements where necessary.



Parent
Alison Keane



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Breakout sessions

- GROUP 1 - The Hub - How to use the past papers and online resources;
- Group 2 - Room 2 - Effective use of mind-maps;
- Group 3- Room 21 - Creating cue cards and flash cards that actually help;
- Group 4 - Room 22 - Getting organised - NOW!



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