



Langley Park School for Boys

# Raising Achievement

Tuesday 7 October

**Educating the whole child. Ambitious for every child.**

# Aims



- ▶ Expectations of the year ahead
- ▶ Outline of English course, support outside of school / revision material available
- ▶ Outline of Maths course, support outside of school / revision material available
- ▶ Revision techniques, the place of metacognition , how parents can help
- ▶ Key dates, support for year 11

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# Expectations of the year ahead



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# Who are you - What has your term been like?



- ▶ The 'Save it to the Exams'
- ▶ The Intervention Guru
- ▶ The Stress head
- ▶ The Workaholic
- ▶ The 'Drama'
- ▶ The Focused
- ▶ The Successful
- ▶ The Quietly Confident
- ▶ The Disaffected
- ▶ The Oblivious
- ▶ The Full of good intentions
- ▶ The Rebel
- ▶ The Overwhelmed
- ▶ The Attention Seeker
- ▶ The Sleeper
- ▶ The Avoider

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# The Stats



## Langley Park School for Boys

- ▶ Year 11 2023-2024
- ▶ P8 +0.31
- ▶ Target +0.3
- ▶ Gap +0.01

- ▶ Attendance:  $100 - 96\% = +0.49$
- ▶  $96\% - 90\% = +0.28$
- ▶ Below 90% = -0.17

National Average Boys 24/25		Year 11 23/24	Yr 11 24/25	Yr 10 24/25
% 9-7	19	30	31	16
% 9-4	64	84	83	68

# Things you should know....

- ▶ 1) We do better in every nationally judged statistic, than the national standard for boys.
- ▶ 2) 90% of you will pass English
- ▶ 3) 87% of you will pass Maths
- ▶ 4) Disadvantaged student data is in line if not exceeding data for the National Average
- ▶ 5) Teachers predict accurately and will let you know how you are doing
- ▶ 6) SEND students make their expected target levels
- ▶ 7) Some of you will get mentors: 80% of them gained 2 grades in average from their starting point of TES 1
- ▶ 8) Some of you will be given revision guides
- ▶ 9) P6 / P0 and Easter School are there to provide the support the teachers think you need - and are therefore not optional
- ▶ 10) 77% of you will return here

We will look after your enrichment and down time too!



# Which one are you?



BE BOTH BEARS!!!!!!

Be Both Bears



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# English Language and English Literature 2025 - 2026



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# GCSE 9 - 1



- ▶ Exam board      Eduqas
- ▶ Exam codes      C700 (Lang)  
                         C720 (Lit)
- ▶ Pupils are entered into one single exam for both papers.  
here are no tiers.

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# English Language GCSE



<b>Component 1 - 20th Century Fiction (unseen)</b>  1 hour 45 min exam  40% of GCSE grade	<ul style="list-style-type: none"><li>READING (Section A) - 20% of grade. Read an unseen extract from 20<sup>th</sup> Century, around 60-100 lines, and answer series of structured questions on this text.</li><li>WRITING (Section B) - 20% of grade - one extended creative writing task, chosen from a list of four different options</li></ul>
<b>Component 2 - 19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction (unseen)</b>  2 hour exam  60% of GCSE grade	<ul style="list-style-type: none"><li>READING (Section A) - 30% of grade. Read two unseen extracts (one from 19<sup>th</sup> C, and one from 21<sup>st</sup> C) about a linked topic and answer series of structured questions on these texts.</li><li>WRITING (Section B) - 30% of grade - two short non-fiction writing tasks (transactional/persuasive writing)</li></ul>
<b>Spoken Language</b>  (i.e. a short presentation)	<ul style="list-style-type: none"><li>Doesn't contribute to overall total English Lang grade - recognised as separate qualification. Graded as Pass / Merit / Distinction. Presentation must include a short question and answer section with audience.</li></ul>

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# English Literature GCSE



<b>Component 1 - Shakespeare and Poetry</b>  2 hour exam  40% of GCSE grade	<ul style="list-style-type: none"><li>• Section A - Shakespeare - <b>MACBETH</b>. 20% of grade. Two questions - one extract based (i.e. close reading of a provided extract), and one essay based (about a character or theme across the whole play).</li><li>• Section B - Poetry - <b>ANTHOLOGY</b>. 20% of grade. Two questions based on pre-studied poems from poetry anthology.</li></ul>
<b>Component 2 - Post-1914 Drama, 19<sup>th</sup> Century Novel, and Unseen Poetry</b>  2 hr 30 min exam  60% of GCSE grade	<ul style="list-style-type: none"><li>• Section A - Post-1914 Drama - <b>AN INSPECTOR CALLS</b>. 20% of grade. One question, with provided extract from the play. Presentation of a character or theme.</li><li>• Section B - 19<sup>th</sup> Century Novel - <b>A CHRISTMAS CAROL</b>. 20% of grade. One question, with provided extract from the novel. Presentation of a character or theme.</li><li>• Section C - Unseen Poetry. 20% of grade. Two questions, on two poems not previously studied in class. One question involves a comparison.</li></ul>

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# The Essentials



- ▶ Read a variety of texts.
- ▶ Speak and write with precision. The examiner will not give you the benefit of the doubt if there are inaccuracies in your work.
- ▶ 'What, How and Why'
- ▶ Share your reading as a family.
- ▶ Reading newspaper/online articles, letters, opinion editorials, memoirs, diaries will all help your son access the English Language course.
- ▶ For Literature, make sure you know the texts well. The exams are closed book, so it is essential that pupils have a sound understanding of plot, themes, characters and relevant quotations. Students that know the texts well perform well in exams.
- ▶ For Language, knowing the requirements and timings for each question. If students know what to do and keep to the timings, they will do well.

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# Revision materials



- ▶ Seneca learning
- ▶ BBC Bitesize
- ▶ YouTube channels, such as Mr Bruff
- ▶ Massolit
- ▶ Revision workbooks for Literature and Language
- ▶ Period 0
- ▶ York notes, CGP study guides



# Maths 2025 - 2026



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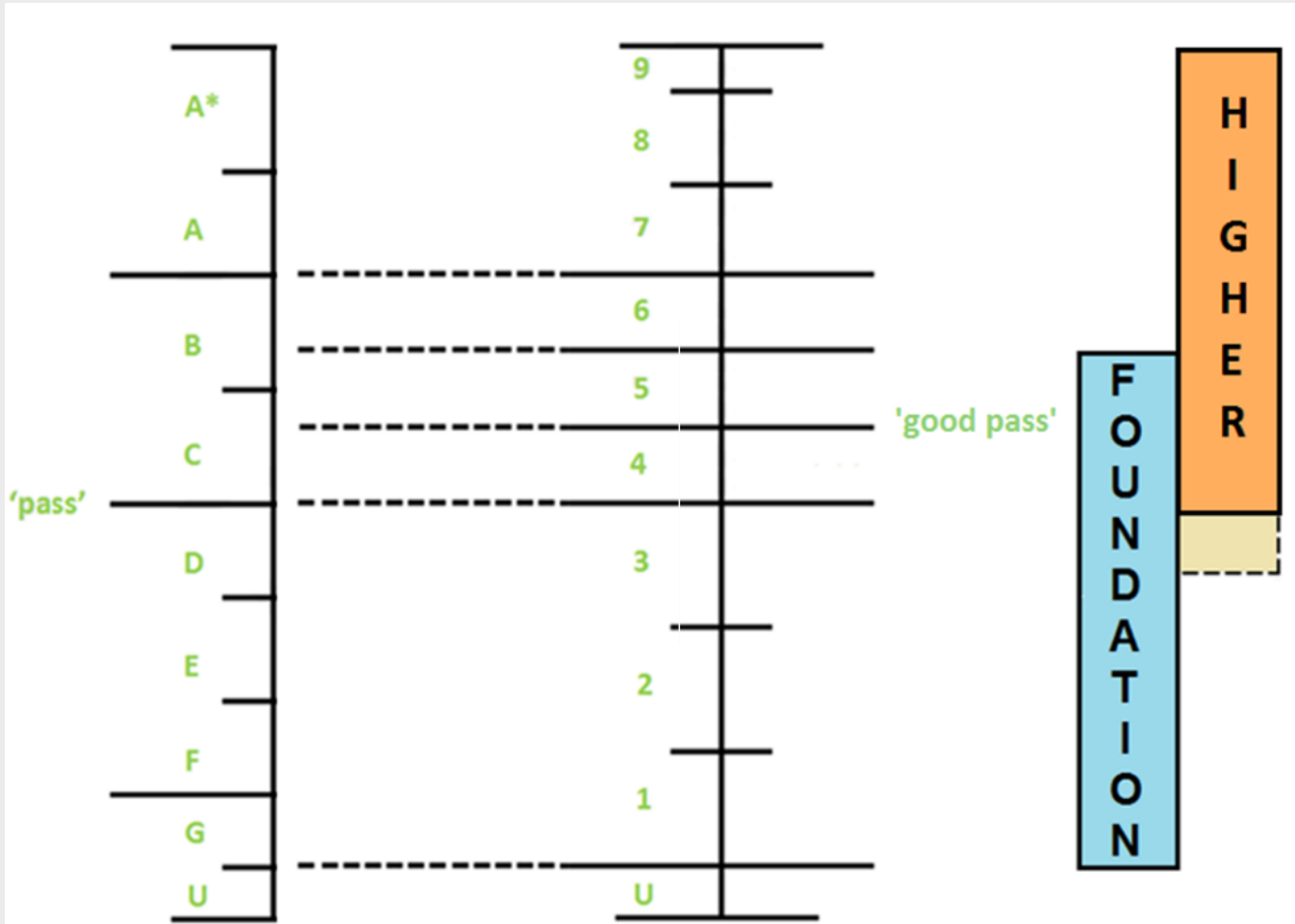
# GCSE 9-1



- ▶ Exam board      Edexcel
- ▶ Exam code      1MA1
- ▶ Pupils are entered into one of two examination levels depending on ability

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# Grading system



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# Assessments



	Internal			External
Assessment	Half termly assessment	TES 1	TES 2	Actual GCSE exam
When	Every 6/7 weeks	November 2025	February/March 2026	May/June 2026
Format	1 hr test in class	1 x 1hr 30 min non-calc paper 2 x 1hr 30 min calc paper	1 x 1hr 30 min non-calc paper 2 x 1hr 30 min calc paper	1 x 1hr 30 min non-calc paper 2 x 1hr 30 min calc paper

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- ▶ W/c 17th November
  - ▶ Tuesday 18th November
  - ▶ Thursday 20th November
  - ▶ Tuesday 25th November
- ▶ Three papers lasting 1 hour 30 mins each
- ▶ Actual GCSE paper



# Prior to TES 1



- ▶ Revision schedule
- ▶ Revision resources available on Teams
- ▶ Maths Genie past papers

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# Six Week Revision Schedule for the GCSE Foundation Maths Exam

	Number	Algebra	Ratio & Proportion	Geometry & Measures	Probability & Stats	Total time of clips (OMM)	Grade	Completed?
Monday	1, 2, 3, 4, 5, 6	7, 8				8 mins	1	
Tuesday				9, 10, 11, 12, 13	14, 15, 16	8 mins	1	
Wednesday	17, 18, 19, 20	33, 34, 35	38, 39			9 mins	2	
Thursday	21, 22, 23	36, 37	40, 41, 42			8 mins	2	
Friday	24, 25, 26			43, 44, 45, 46, 47	57, 58	10 mins	2	
Saturday								
Sunday								
Monday	27, 28, 29			48, 49, 50	59, 60	8 mins	2	
Tuesday	30, 31, 32			51, 52	61, 62, 63	8 mins	2	
Wednesday				53, 54, 55, 56	64, 65	6 mins	2	
Thursday	66, 67, 68, 69	93, 94, 95	105	112		9 mins	3	
Friday	70, 71, 72, 73, 74	96, 97	106			8 mins	3	
Saturday								
Sunday								
Monday	75, 76, 77	98, 99	107	113		7 mins	3	
Tuesday	78, 79, 80	100, 101		114a/b, 115		8 mins	3	
Wednesday	81, 82, 83	102, 103, 104			125, 126	8 mins	3	
Thursday	84, 85			116, 117, 118	127a/b	7 mins	3	
Friday	86, 87, 88, 89		108, 109, 110			7 mins	3	
Saturday								
Sunday								
Monday	90, 91, 92		111	119	128, 129	7 mins	3	
Tuesday				120, 121, 122, 123, 124	130a/b	7 mins	3	
Wednesday	131, 132	133		145, 146a/b, 147		7 mins	4	
Thursday		134a/b, 135(a or b)	142, 143	148		6 mins	4	
Friday		136, 137	144	149		4 mins	4	
Saturday								
Sunday								
Monday		138, 139, 140, 141			151	5 mins	4	
Tuesday				150a/b	152, 153	4 mins	4	
Wednesday	154		164			2 mins	5	
Thursday	155	157, 158				3 mins	5	
Friday	156	159a/b		165		4 mins	5	
Saturday								
Sunday								
Monday		160, 161		166		3 mins	5	
Tuesday		162		167		2 mins	5	
Wednesday		163		168		2 mins	5	
Thursday				169, 170, 171	175	4 mins	5	
Friday				172, 173, 174	176	4 mins	5	

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# Six Week Revision Schedule for the GCSE Higher Maths Exam

	Number	Algebra	Ratio & Proportion	Geometry & Measures	Probability & Stats	Total time of clips (OMM)	Grade	Completed?
Monday	32			48, 49, 50, 54, 55, 56		7 mins	2	
Tuesday	66, 67, 68, 69	93, 94, 95	105	112		9 mins	3	
Wednesday	70, 71, 72, 73, 74	96, 97	106			8 mins	3	
Thursday	75, 76, 77	98, 99	107	113		7 mins	3	
Friday	78, 79, 80	100, 101		114a/b, 115		8 mins	3	
Saturday								
Sunday								
Monday	81, 82, 83	102, 103, 104			125, 126	8 mins	3	
Tuesday	84, 85			116, 117, 118, 119	127a/b	8 mins	3	
Wednesday	86, 87, 88, 89		108, 109, 110, 111		128, 129	10 mins	3	
Thursday	90, 91, 92			120, 121, 122, 123, 124	130a/b	10 mins	3	
Friday	131, 132	133		145, 146a/b, 147		7 mins	4	
Saturday								
Sunday								
Monday		134a/b, 135(a or b)	142, 143	148		6 mins	4	
Tuesday		136, 137	144	149		4 mins	4	
Wednesday		138, 139, 140, 141			151	5 mins	4	
Thursday				150a/b	152, 153	4 mins	4	
Friday	154, 155, 156		164	165		5 mins	5	
Saturday								
Sunday								
Monday		157, 158, 159a/b		166, 167		6 mins	5	
Tuesday		160, 161, 162, 163		168		5 mins	5	
Wednesday				169, 170, 171	175	4 mins	5	
Thursday				172, 173, 174	176	4 mins	5	
Friday	177	178, 179, 180				4 mins	6	
Saturday								
Sunday								
Monday				181(a or b), 182	185, 186, 187	5 mins	6	
Tuesday				183, 184		2 mins	6	
Wednesday	188, 189	190, 191		200	204	6 mins	7	
Thursday		192, 193, 194		201, 202, 203		6 mins	7	
Friday		195, 196, 197, 198	199		205	6 mins	7	
Saturday								
Sunday								
Monday	206	208, 209				3 mins	8/9	
Tuesday	207a/b	210, 211				4 mins	8/9	
Wednesday		212, 213		217		3 mins	8/9	
Thursday		214, 215		218		3 mins	8/9	
Friday		216		219		2 mins	8/9	

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# After TES 1



- ▶ Your son will receive his grade from using actual grade boundaries
- ▶ A 'personalised checklist' which will prepare him for TES 2

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Overall total: 90/240

TES 1 overall grade: 2

Paper 1F: 28/80

Grade for paper 1F: 2

Question	Topic	Total marks available	Marks achieved	Maths Watch clip	Exam question reference
1	Write a fraction as a percentage	1	1	85	4.6
2	Order numbers	1	1	2	1.3
3	Write a fraction as a decimal	1	1	84	4.5
4	Round to the nearest 10	1	0	31	1.3
5	Work out the value of a square number	1	1	81	1.5
6a	Identify a quadrilateral	1	0	10	6.1
6b	Identify a solid	1	1	43	15.1
7	Share a quantity of money	2	0	22	3.1
8	Identify an error in a bar chart	1	1	15	3.3
9	Problem involving money and how much change should be received	3	3	22	1.2
10	Problem involving temperature	2	0	6	3.8
11a	Interpret a pictogram	1	1	16	3.3
11b	Interpret a pictogram	2	2	16	3.3
11c	Complete a pictogram	3	3	16	3.3
12	Problem involving ratio	3	1	106	11.2
13a	Explain a sequence	1	12	104	5.7
13b	Find a given term in a sequence	2	2	104	5.7
14	Problem involving money	4	0	22	1.2
15a	Expand an expression	1	1	93	2.5
15b	Factorise an expression	1	0	94	2.6
15c	Solve a two-step equation	2	2	139	5.1
16a	Problem involving algebra and length	1	0	137	2.7
16b	Problem involving the perimeter of a kite and algebra	3	0	52	2.7
17a	Recipe problem	4	0	39	11.4
17b	Recipe problem	1	0	39	11.4
18	Draw a straight-line graph	3	0	96	9.2
19	Find percentage loss	3	1	109	14.1
20a	Multiply two decimals	3	1	66	1.2
20b	Divide two decimals	3	1	67	1.2

21	Complete a Venn diagram	3	1	127	13.4
22	Subtract mixed numbers	3	0	71	14.1
23	Problem involving money and percentages	4	1	22, 108	14.1, 14.2
24	Problem involving ratio	3	0	165	11.4
25	Find the height of a prism	3	0	119	8.5
26	Problem involving the surface area of a cube and a sphere	4	0	136, 169	8.4
27	Calculate an error interval	2	0	155	1.8
28i	State the gradient of a line	1	0	97	9.3
28ii	Find the y-intercept of a line	1	1	159	9.4
		80	28		

Overall grade boundaries:

Total	Grade
0	U
32	1
66	2
100	3
134	4
166	5

Paper 1 grade boundaries:

Total	Grade
0	U
11	1
22	2
33	3
44	4
56	5

What to do next....

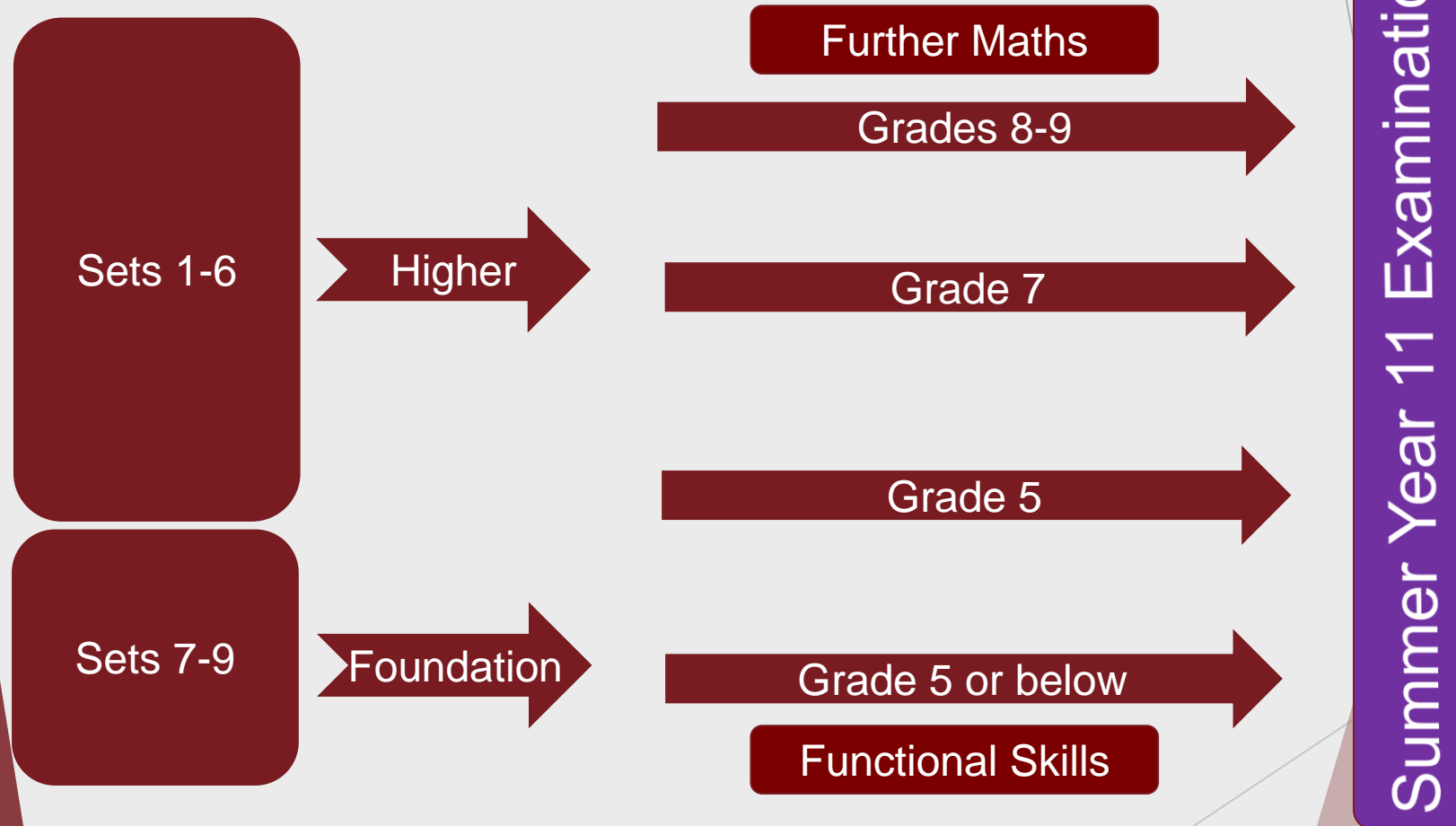
- Use the above table to find topics in which you did not achieve full marks and watch the corresponding Maths Watch clip.
- Answer the interactive questions for these clips available via the yellow tab above each video.
- Practice papers are available on Teams. You can access these by following these instructions:
  - o Log onto Teams
  - o Select LPSB-Year 11
  - o Select Maths under Channels
  - o Select Files at the top
  - o Select GCSE Practice Papers
- Try the GCSE exam questions that correspond to the questions above. These can be found by using the same instructions as above but select *GCSE exam questions by topic*.
  - o Worked solutions are also available in the folders.

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- ▶ February/March 2026
- ▶ Exams take place in Performance Hall
- ▶ Three papers: 1 x non calc, 2 x calc
- ▶ Each paper lasts 1 hour 30 mins
- ▶ Actual GCSE papers

# Year 11 Journey



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# Support available



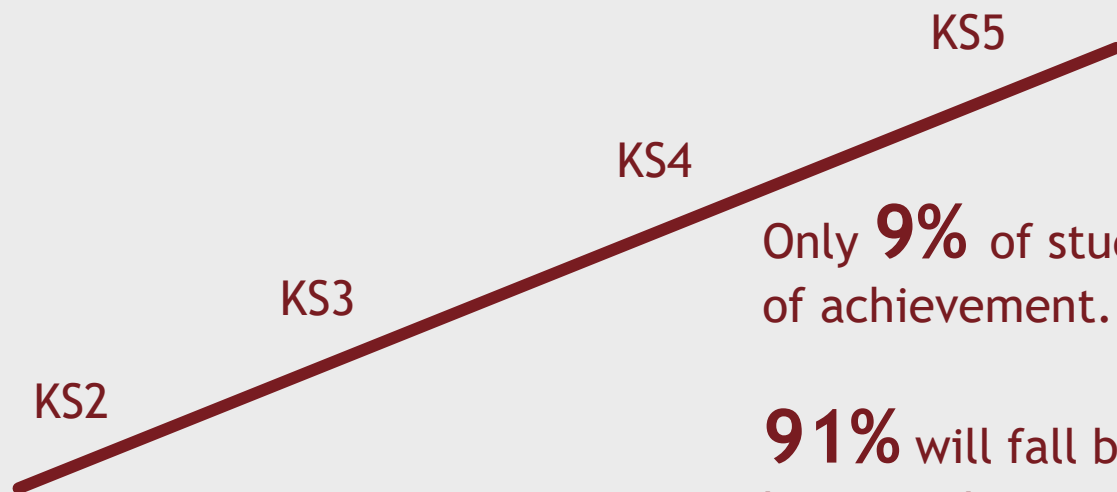
- ▶ Revision Lists
- ▶ Maths Watch
- ▶ Maths drop-in sessions (Mondays 3-4pm room 520)
- ▶ Resources on Teams
- ▶ Maths Genie for past papers

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# Skills, strategies and habitualised behaviours determine your future, not your past.

We assign students targets (and therefore determine their 'ability') using their past attainment. We expect them to follow a 'line' of achievement between key stages.



Only **9%** of students stay on this line of achievement.

**91%** will fall below or move above it between key stages.

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# The key to academic success:

## 1. Growth Mindset

- ▶ Successful students believe that intelligence is malleable; that if you work hard, you can improve your level of ability.
- ▶ Note: no-one has a growth mindset for everything, all the time. Mindset is fluid.

## 2. Grit

- ▶ Successful students have passion and perseverance towards a long-term goal.
- ▶ Note: Are the exams the long-term goal?

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# The key to academic success:

## 3. Self-efficacy

- ▶ Successful students believe that they have the capability to succeed.

## 4. Conscientiousness

- ▶ Successful students are organised, hard-working and persistent.

## 5. Self-control

- ▶ Have you heard of the marshmallow experiment? Students with self-control have been found to do better academically.



# The key to academic success:

## 6. Resilience and Buoyancy

- Successful students are able to ‘bounce back’ from small disappointments and set-backs in the classroom.

## 7. Meta-cognition

- Successful students are able to think about their own thinking.



The journey to your GCSEs  
will probably not be a smooth  
one



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# Growth is sometimes difficult..... we are here to help!



Adapted from Kubler Ross

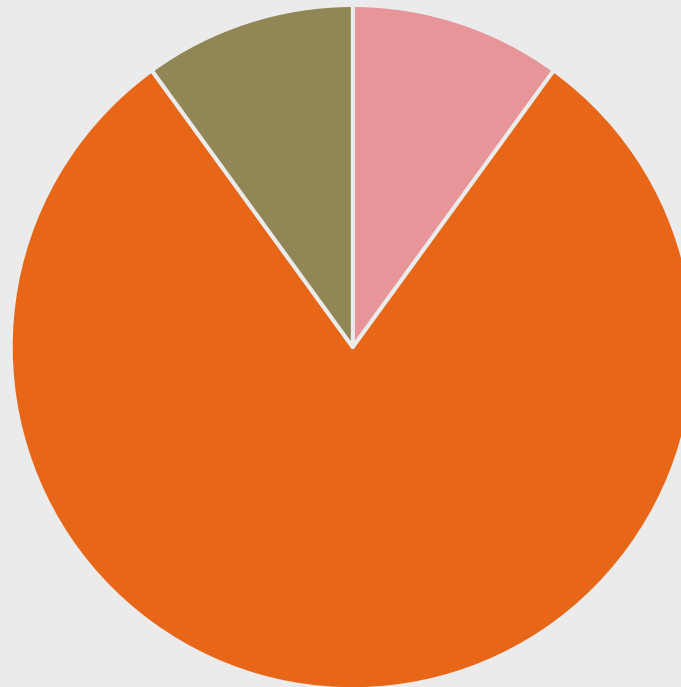
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# Trials and tests will come from three sources

Challenges

**External:**  
(coursework deadlines, mock exams, sixth form applications, part time work)  
**These things can be anticipated and planned for.**



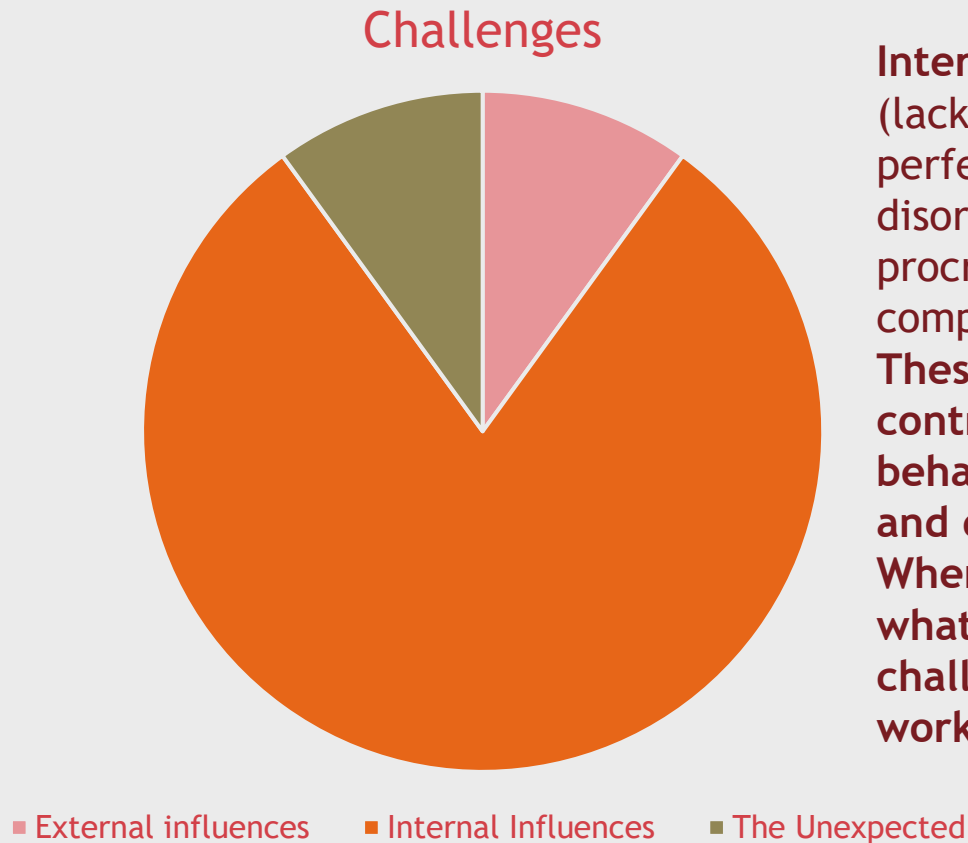
**Unexpected:**  
(an argument with your parents, changes to your living arrangements, a teacher leaving, relationships changing illness etc.)  
**These things are outside of our control.**

■ External influences   ■ Internal Influences   ■ The Unexpected

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# Trials and tests will come from three sources



## Internal:

(lack of vision or motivation, perfectionism, disorganisation, procrastination, fear, complacency)

These things are within our control. They are behaviours we can learn and develop.

When we acknowledge what our internal challenges are, we can work on moving past them.

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# What are you doing independently?

Content Based Activities (memorising information)	Skills Based Activities (testing yourself against the exam)	Feedback Based Activities (checking the quality of your skills based practice)
Reading through class notes Watching videos online Reading through textbooks Making mind-maps, diagrams and graphic organisers from your notes Making and remaking class notes Highlighting and colour-coding notes Creating flashcards Creating a revision wall	Writing exam answers under timed conditions Planning responses to past exam questions Reading through and annotating model answers Using flashcards to test your memory of key facts	Marking your own work with a mark scheme Studying mark schemes and examiners' reports Comparing your work to a friend's Comparing model answers to your own Creating your own exam questions Handing in extra work for marking Meeting your teachers one-to-one

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# Knowledge = information + experience

- ▶ Content based activities focus purely on the acquisition of information
- ▶ We gain knowledge through the experience of using that information to achieve outcomes, solve problems, construct arguments and answer tricky questions.
- ▶ You need all three types of activities in your revision plan to turn the information you know into knowledge.

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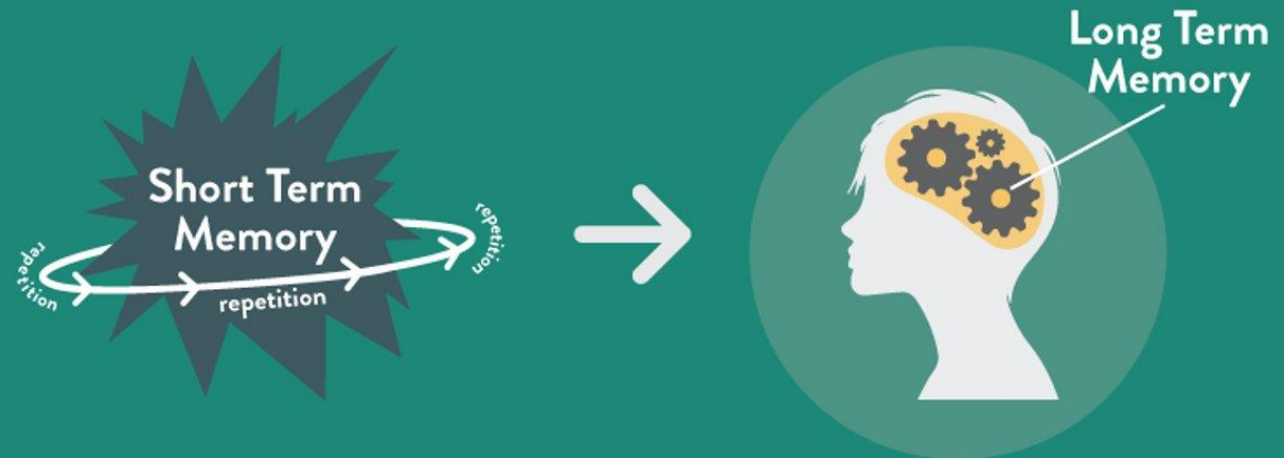
STRATEGY	How effective?	
	Research says	Students say
Rewriting notes	LOW	HIGH
Highlighting	LOW	HIGH
Re-reading notes	LOW	HIGH

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J. and Willingham, D. T. (2013) 'Improving students' learning with effective learning techniques: promising directions from cognitive and educational psychology', *Psychological Science in the Public Interest* 14 (1) pp. 4–58.



The brain is  
like a muscle:  
it takes time to  
grow and  
develop!

## Repetition Turns Short-Term To Long-Term



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Often, we think we've learned something, but we come to realise we **struggle** when we try to recall the answer. It's precisely this "struggle" or challenge that **improves and strengthens our memory.**



# In order to strengthen our memory, revision should be...

- ▶ Spaced over time
- ▶ Organised in chunks, switching between subjects or topics in one session
- ▶ Prolonged - taking place over time rather than crammed into the night before a test!



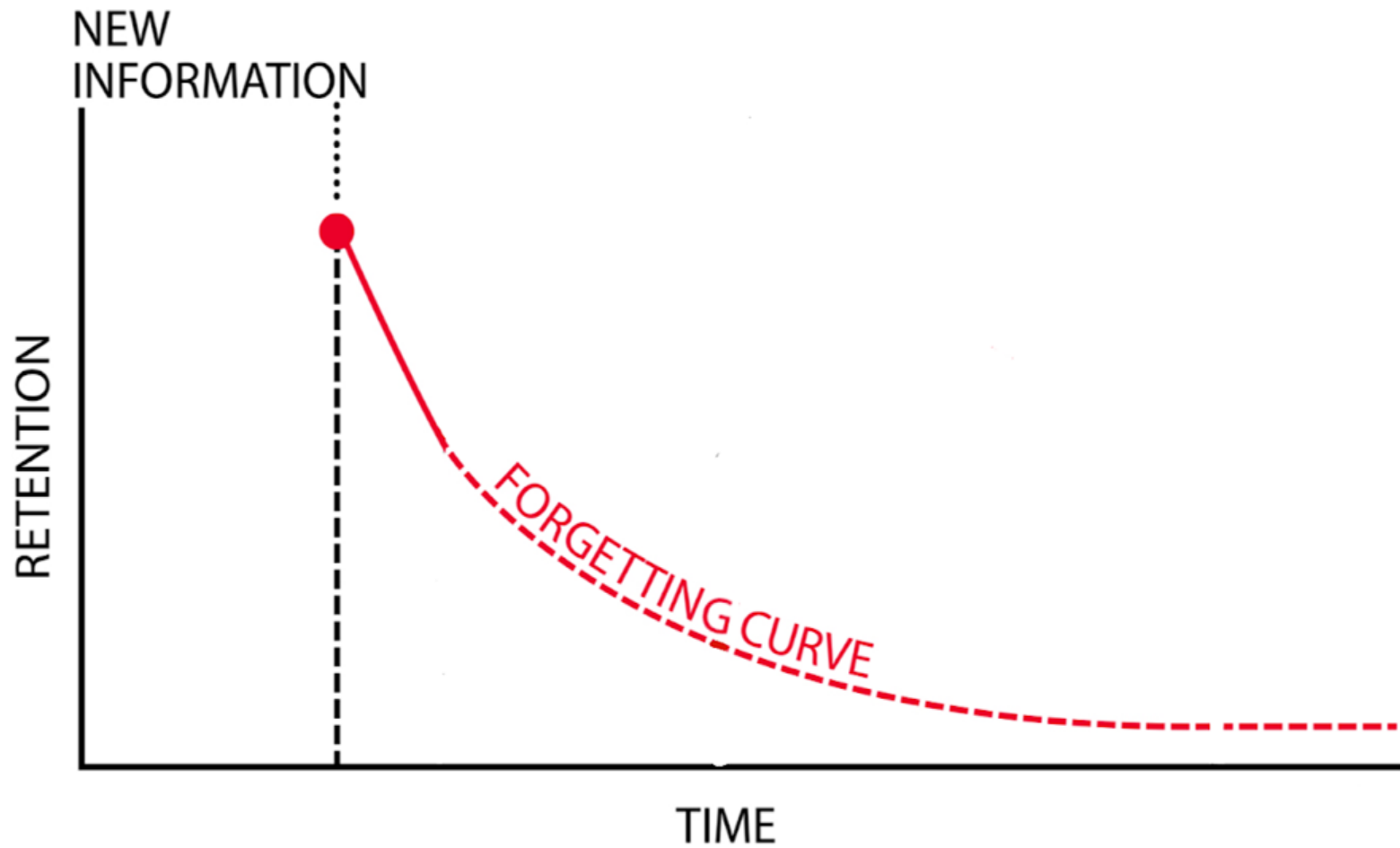
# For example:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Intervention	Intervention	Intervention	Intervention	Intervention		
30 mins Topic 1 in <b>English</b> Flashcards	30 mins Topic 1 in <b>History</b> Watch videos online	30 mins Topic 1 in <b>Science</b> Mind-maps	30 mins Topic 1 in <b>Maths</b> Flashcards	30 mins Topic 1 in <b>French</b> Watch videos online		30 mins Practice questions on topic 1 in <b>Science</b>
30 mins Practice <b>Maths</b> Paper (the questions you find hardest)		30 mins Practice question on topic 1 in <b>English</b>	30 mins Practice questions on topic 1 in <b>History</b>			30 mins Practice questions on topic 1 in <b>French</b>
<b>Mark</b> your paper with a mark scheme		<b>Hand in</b> what you've written for marking	<b>Compare</b> your answer to a model			<b>Hand in</b> what you've written for marking

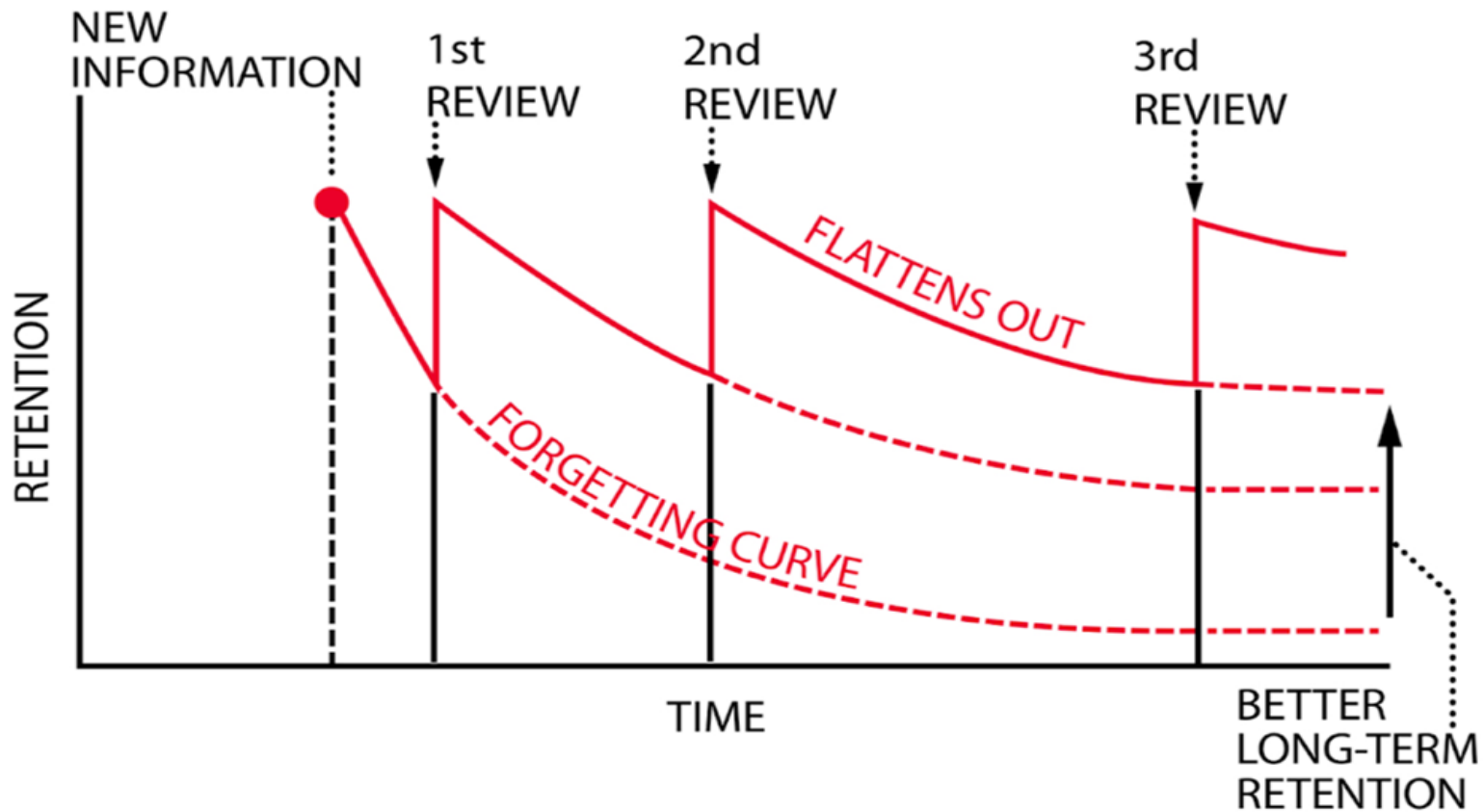
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STRATEGY	How effective?	
	Research says	Students say
Rewriting notes	LOW	HIGH
Highlighting	LOW	HIGH
Re-reading notes	LOW	HIGH
<b>Retrieval practice</b>	HIGH	HIGH
<b>Spaced practice</b>	HIGH	HIGH

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J. and Willingham, D. T. (2013) 'Improving students' learning with effective learning techniques: promising directions from cognitive and educational psychology', *Psychological Science in the Public Interest* 14 (1) pp. 4–58.



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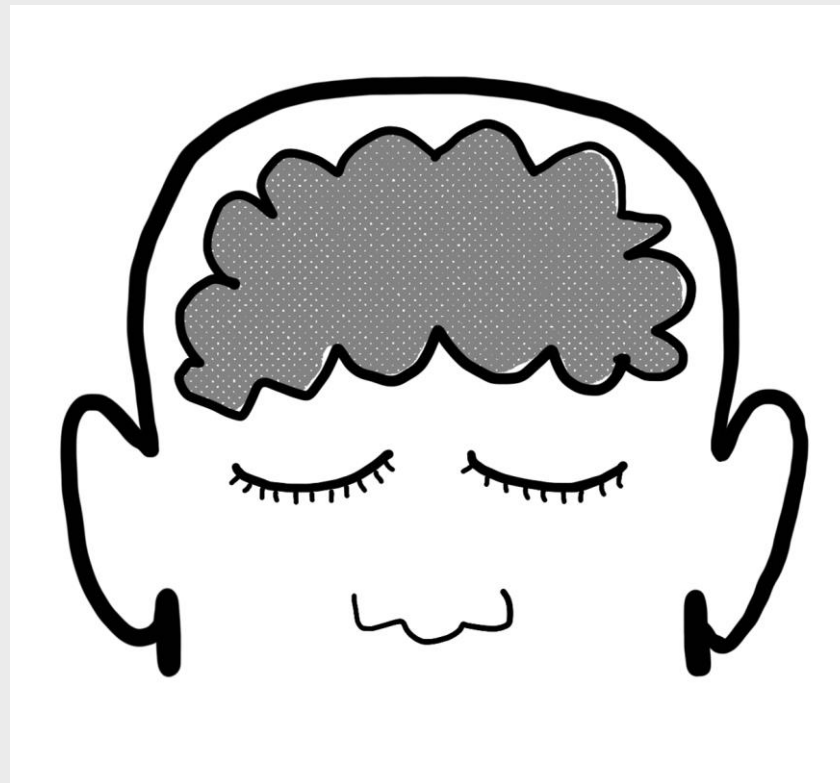


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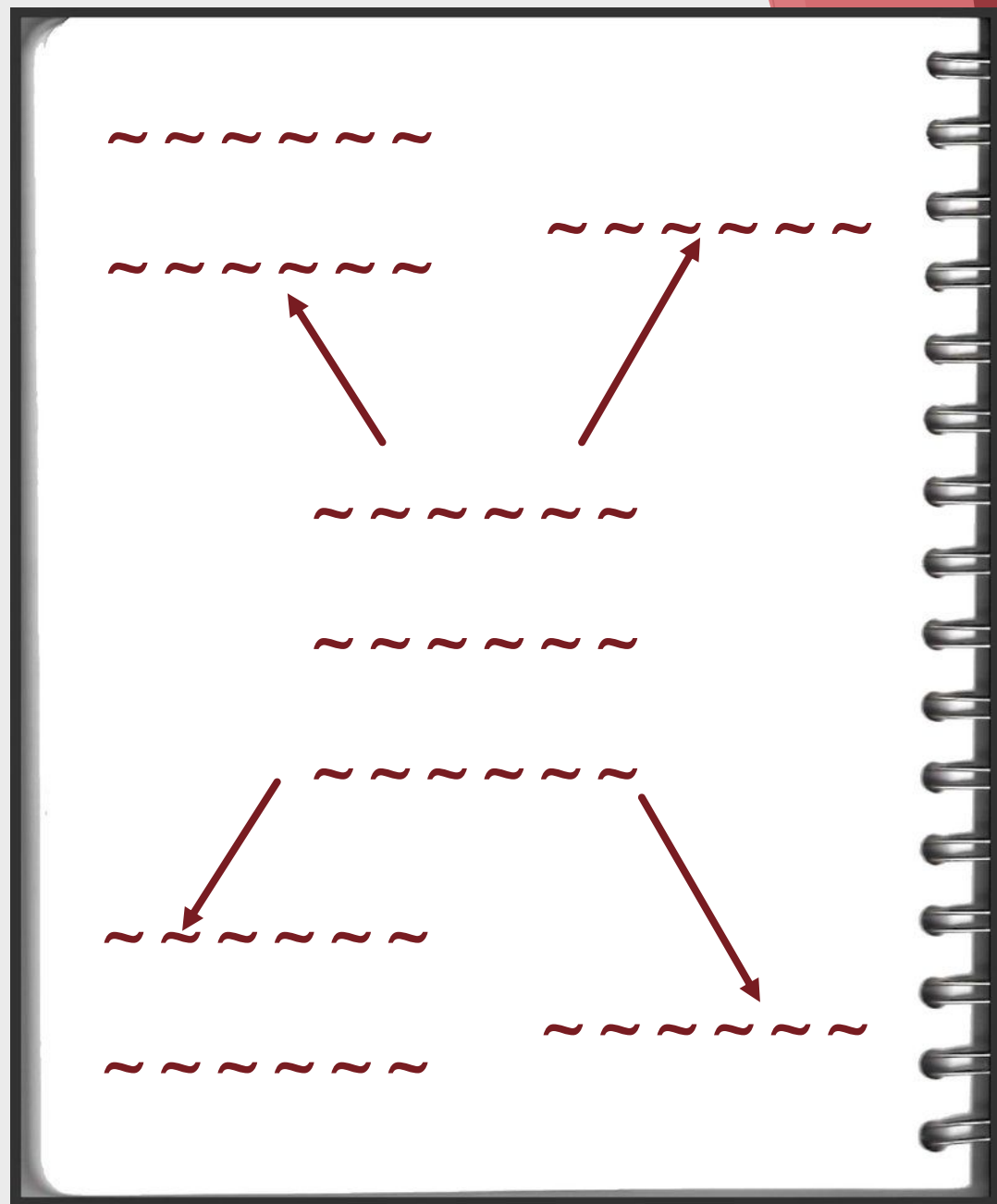
To remember something,

You need to think hard about it

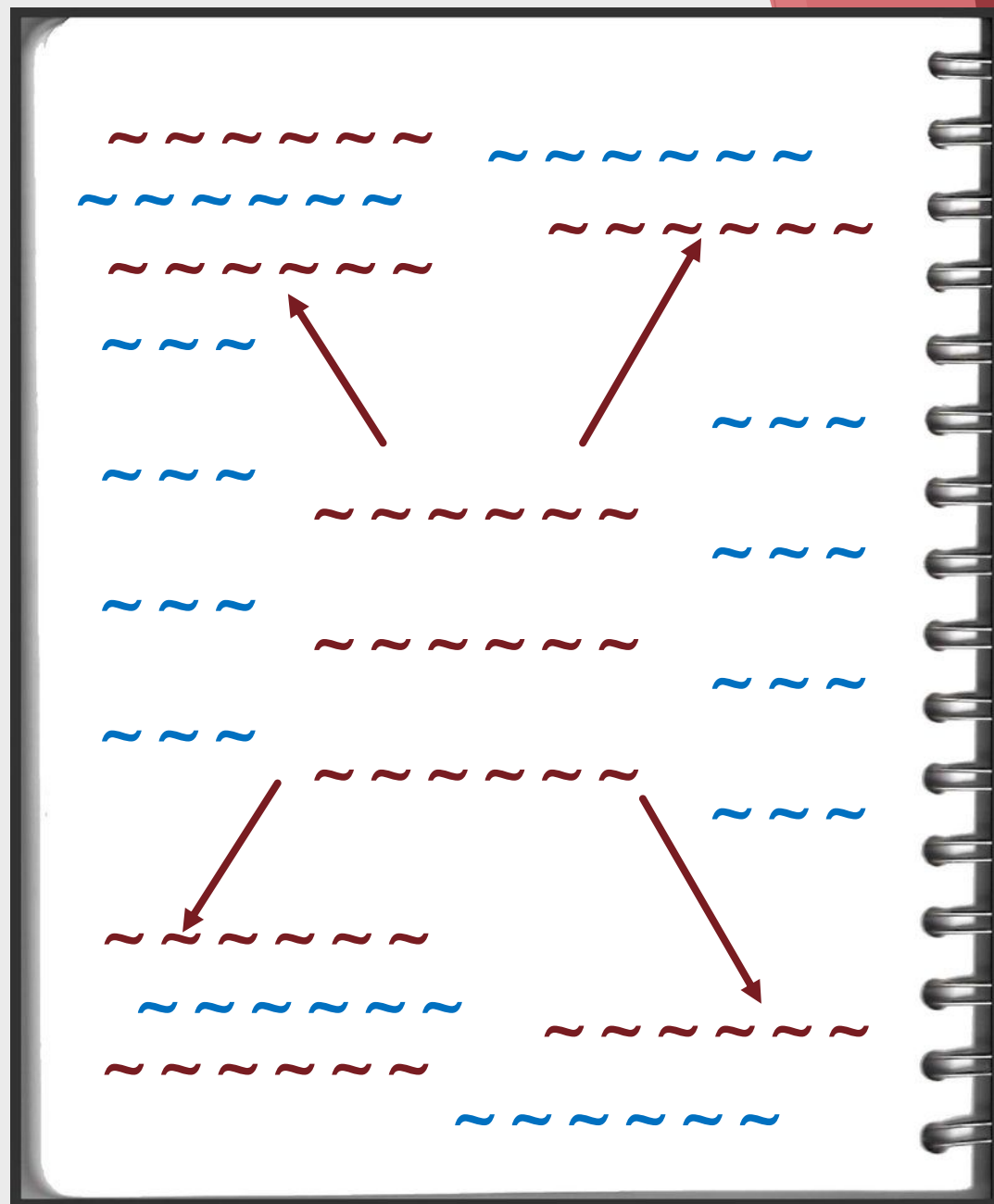


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1. Blank page
2. Choose a topic
3. Write down everything you can remember.  
Think about links.



4. Using a textbook/  
revision guide,  
add anything you  
missed in a  
different colour.
5. Focus your  
revision on the  
information you  
didn't know.



# What makes an effective flashcard?



What does the  
captain say in Act  
One, Scene Two  
which illustrates  
Macbeth's  
violence?  
(3 quotations)

"his brandish'd  
steel,/Which smoked with  
bloody execution"  
"he unseam'd him from  
the nave to the chaps"  
"they/ Doubly redoubled  
strokes upon the foe"



# Agency

**Agency** = the belief that you have control over your own life

- ▶ Although it may not feel like it at times, you are in control of your own GCSE results. Success belongs to the students who genuinely believe that their actions will have an impact on their success, and so choose to act (rather than to sit back and wait for fate to prove them right).

**All of your teachers can tell you these two stories:**

1. The student who was predicted a grade 4 and achieved a grade 7/8/9
2. The student who was predicted a grade 9 and achieved a grade 3/4/5

Just ask them!

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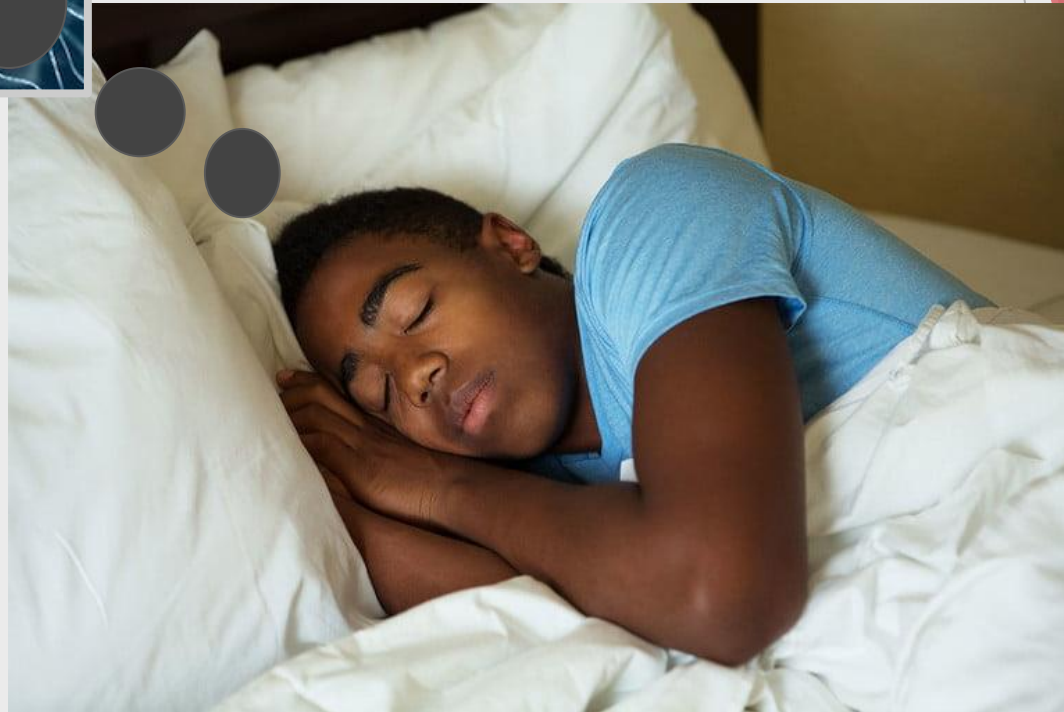
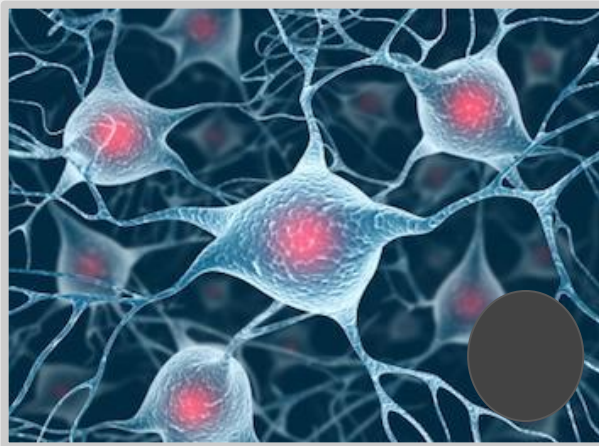


# Efficacy

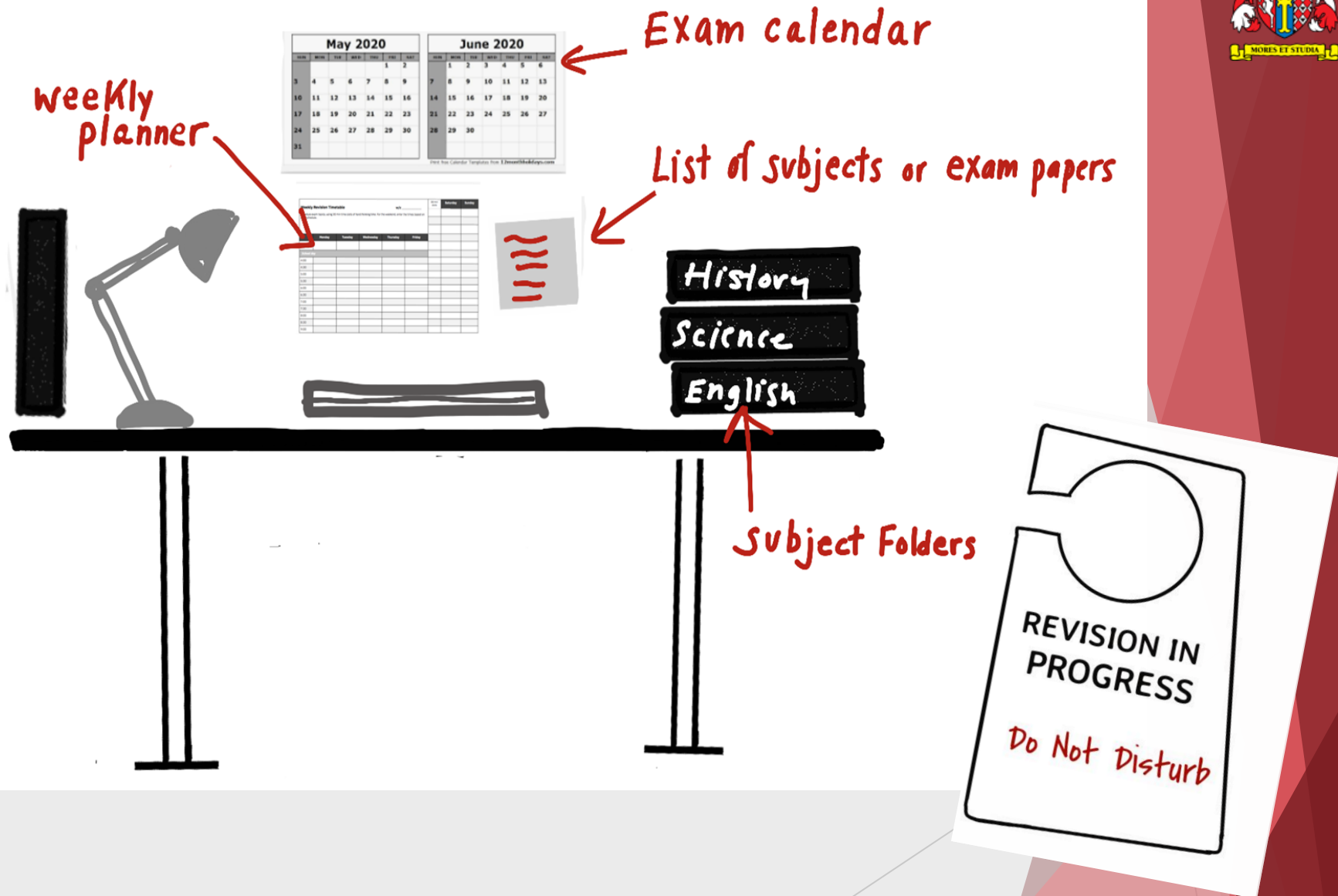
- ▶ **Efficacy** = the belief that you are capable of success
- ▶ How we respond to feedback has a lot to do with our level of efficacy. Students who do not perform well often get caught in the red zone.

The Red Zone Emotions	Shock Anger Denial	Wow – I didn't expect that! I'm really surprised by those comments. How dare they say that! That teacher has never liked me. Wait until I get my own back. I'm not like that at all. That's totally wrong.
The Blue Zone Thinking	Rationalisation	Ok, maybe it seems true from their perspective. But the reason they think that is because they don't know what kind of pressure I'm under. Anyway, that's the way I am and why should I change? And even if I wanted to, how could I?
The Green Zone Behaviour	Acceptance Action	Ok, maybe I need to change something. Maybe I could look at a few different ways of doing things to see if they improve matters. Right, now what do I need to do?

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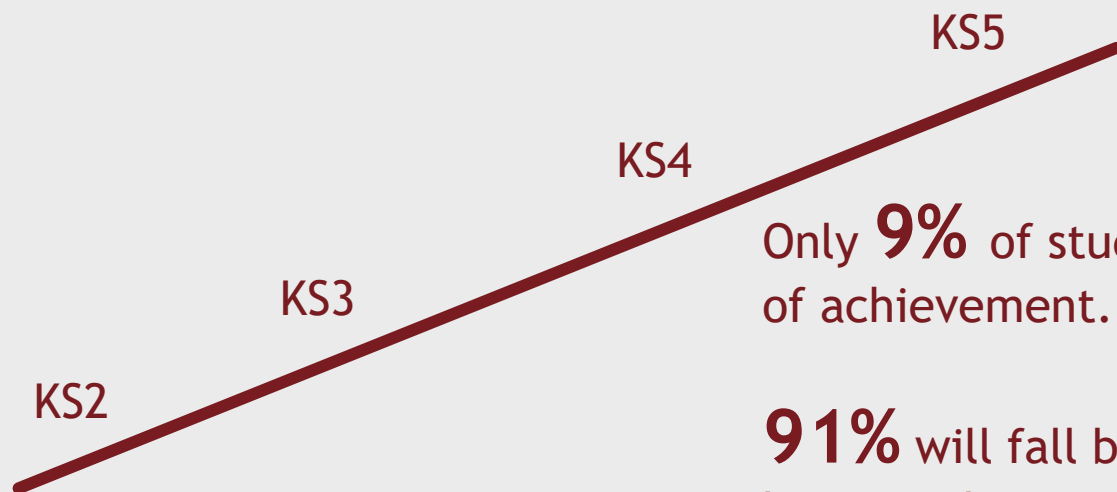
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# Skills, strategies and habitualised behaviours determine your future, not your past.

We assign students targets (and therefore determine their 'ability') using their past attainment. We expect them to follow a 'line' of achievement between key stages.



Only **9%** of students stay on this line of achievement.

**91%** will fall below or move above it between key stages.

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1. We remember what we **think hard** about.
2. We remember information better when we **space out recalling** it over time.
3. Revision needs **planning**.

# The Year to come

## Term 1



**Langley Park School for Boys**

### **September**

P0 lessons begin rotation 1 (4<sup>th</sup> Sep – 28<sup>th</sup> Nov)

Where we at assembly (11<sup>th</sup> Sep)

Professionals meeting around the TES grades (summer Yr 10) (15<sup>th</sup> Sep)

### **October**

Revision booklets to PP students (TBC)

Revision booklet for TES 1 (29<sup>th</sup> Sep)

P6 lessons Slot A (6<sup>th</sup> Oct – 14<sup>th</sup> Nov)

Yr 11 Raising attainment evening (7<sup>th</sup> Oct)

Future Frontiers (Select students working with local businesses and colleges) (TBC)

# The Year to come

## Term 2



Langley Park School for Boys

### Term 2

#### November

Exam assembly (13<sup>th</sup> Nov)

TES 1 (17<sup>th</sup> – 27<sup>th</sup> Nov)

#### December

P0 lessons begin rotation 2 (1<sup>st</sup> Dec – 6<sup>th</sup> March)

P6 lessons Slot B (1<sup>st</sup> Dec – 16<sup>th</sup> Jan)

# The Year to come

## Term 3



**Langley Park School for Boys**

### **Term 3**

#### **January**

Parents evening 1 (8<sup>th</sup> Jan)

Sixth form open evening (13<sup>th</sup> Jan)

Where we at assembly (15<sup>th</sup> Jan)

P6 lessons Slot C (19<sup>th</sup> Jan - 13<sup>th</sup> Feb)

Professionals meeting around the TES grades (TES 1) (19<sup>th</sup> Jan)

Launch Langley 30 + PP (26<sup>th</sup> Jan)

SLT + Mentors with Parents and students of select students (26<sup>th</sup> Jan – 6<sup>th</sup> Feb)

#### **February**

Revision booklet TES 2 (2<sup>nd</sup> Feb)

Exam assembly (12<sup>th</sup> Feb)

# The Year to come

## Term 4



Langley Park School for Boys

### Term 4

TES 2 (23<sup>rd</sup> Feb - 5<sup>th</sup> Mar)

### March

P0 lessons begin rotation 3 (9<sup>th</sup> March – End of Exams)

P6 lessons Slot D (9<sup>th</sup> March – 1<sup>st</sup> May)

Revision Booklet for Public exams (25<sup>th</sup> March)

Results Assembly (25<sup>th</sup> March)

Parents Evening (25<sup>th</sup> March)

# The Year to come

## Term 5



Langley Park School for Boys

### Term 5

#### April

Easter school (7<sup>th</sup> -10<sup>th</sup> April)

Where we at assembly (23<sup>rd</sup> Apr)

Final exam assembly (30<sup>th</sup> Apr)

#### May

Exams begin (5<sup>th</sup> May)

Timetable changes in line with exams (5<sup>th</sup> May)

Exam breakfasts (5<sup>th</sup> May)

#### June

Study Leave (TBC)

Goodbye celebration (TBC)

# Summary - Dos



BE BOTH BEARS!!!!!!

- 1) Ask to see their books and what they are doing
- 2) Encourage revision from today.
- 3) Give them a space / time that is distraction free to enable them to achieve.
- 4) Fight for their right to still be a teenager
- 5) Be positive around them when they are struggling.
- 6) Challenge them when they are 'coasting'.
- 7) Recognise your 'lack of control' in the situation
- 8) Support the school when it comes to exam season
- 9) Ensure they attend school
- 10) Ensure they attend the right interventions

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