

An aerial photograph of a school campus. The main building is a large, modern structure with a grey roof and light blue walls. To the left of the building is a large, well-maintained green field. The surrounding area is filled with lush green trees and some residential houses in the distance. The overall scene is bright and clear.

Year 11 Information Evening

19th September 2024

Next steps in year 11



Outline

- Support from the School
- Timeline for Y1 1
- Attendance
- Managing revision
- Parental Involvement

Key Dates

- **6th Form Open Evening:** 7th November 2024
- **Year 11 Parents' Evening:** 21st November 2024
- **Sixth form interviews:** November/December 2024
- **Post-16 applications via Kent Choices:** December 2024
- **Year 11 Mock Exams:** January & February 2025
- **GCSE Exams Begin:** 8th May 2025
- **Study Leave Begins:** May 2025 **Date TBC**
- **Y11 Prom:** Friday 27th June 2025
- **Results Day:** 21st August 2025
- **GCSE Awards Evening:** November 2025



What to expect from Year 11



How we are supporting

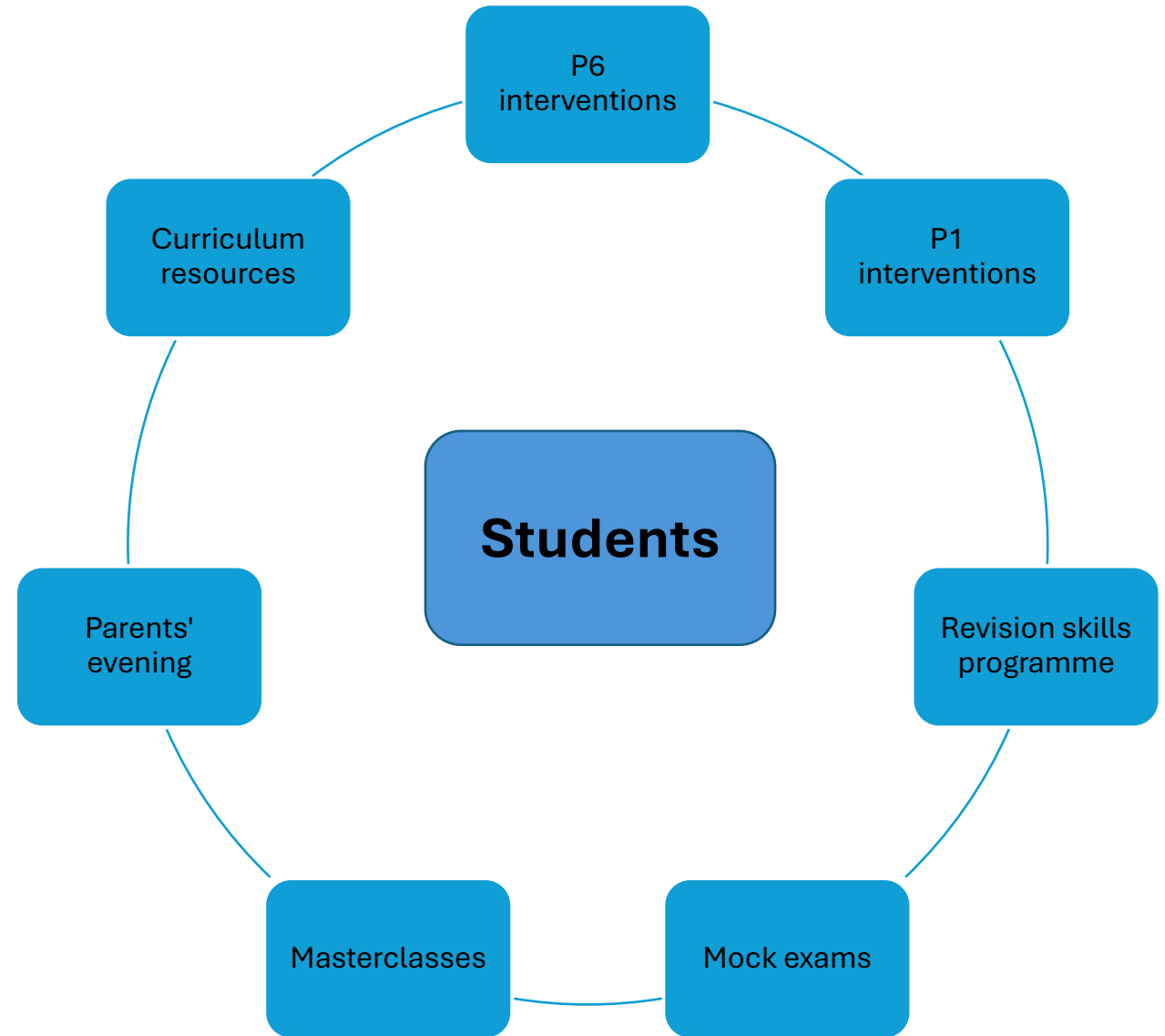
- Tracking & monitoring
- PSHE
- P1 intervention
- GCSE Mindset
- Assemblies
- Revision guides
- Resources on Teams
- P6 sessions
- Holiday revision sessions
- Careers & sixth form interviews

Year 11 Support

- Miss Withers 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

- Our DoLs are leading on P1 interventions, GCSE mindset, revision sessions & masterclasses



Monitoring & intervention



Homework habits

- Be organised
- Keep a record of your homework
- Aim to complete it on the day it is set
- 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

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

Attendance & punctuality

Mock exams

- January-February 2025
- Purpose and Importance of Mock Exams
- Preparing for Mock Exams
- Supporting Students During Mock Exams

How the new grades compare with the old ones

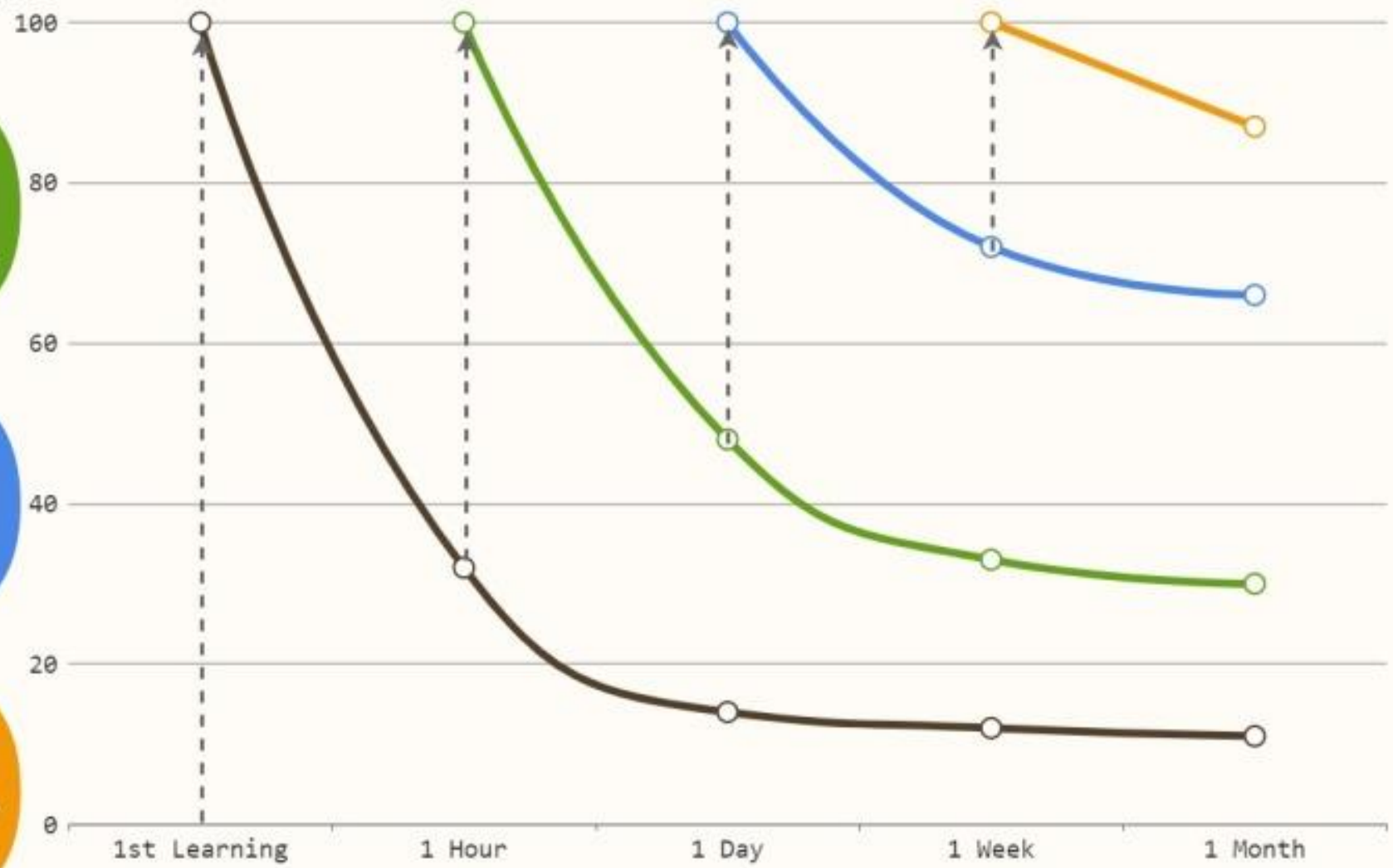
Old grades	New grades
A*	9
A	8
B	7
C	6 5 STRONG PASS 4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U



Why start revising now?

The Curve of Forgetting

Hermann Ebbinghaus



@SimBadd64
SimonBadddeley64.wordpress.com

○ 1st Learning ○ Review 1 ○ Review 2 ○ Review 3

1st Learning
Learning will be forgotten rapidly in the short term without review intervention.

1 Hour Review 1
Learning is refreshed and the rate at which it is forgotten is reduced. This could be in the form of questioning during the lesson or exit tickets at the end

1 Day Review 2
Learning is refreshed and the rate at which it is forgotten is reduced. E.g. Summarizing the Key Points from last lesson using Cornell Notes

1 Week + Review 3
This review should feed into a rolling cycle of periodic review to refresh the learning over time. E.g. Regular recall and retrieval practice



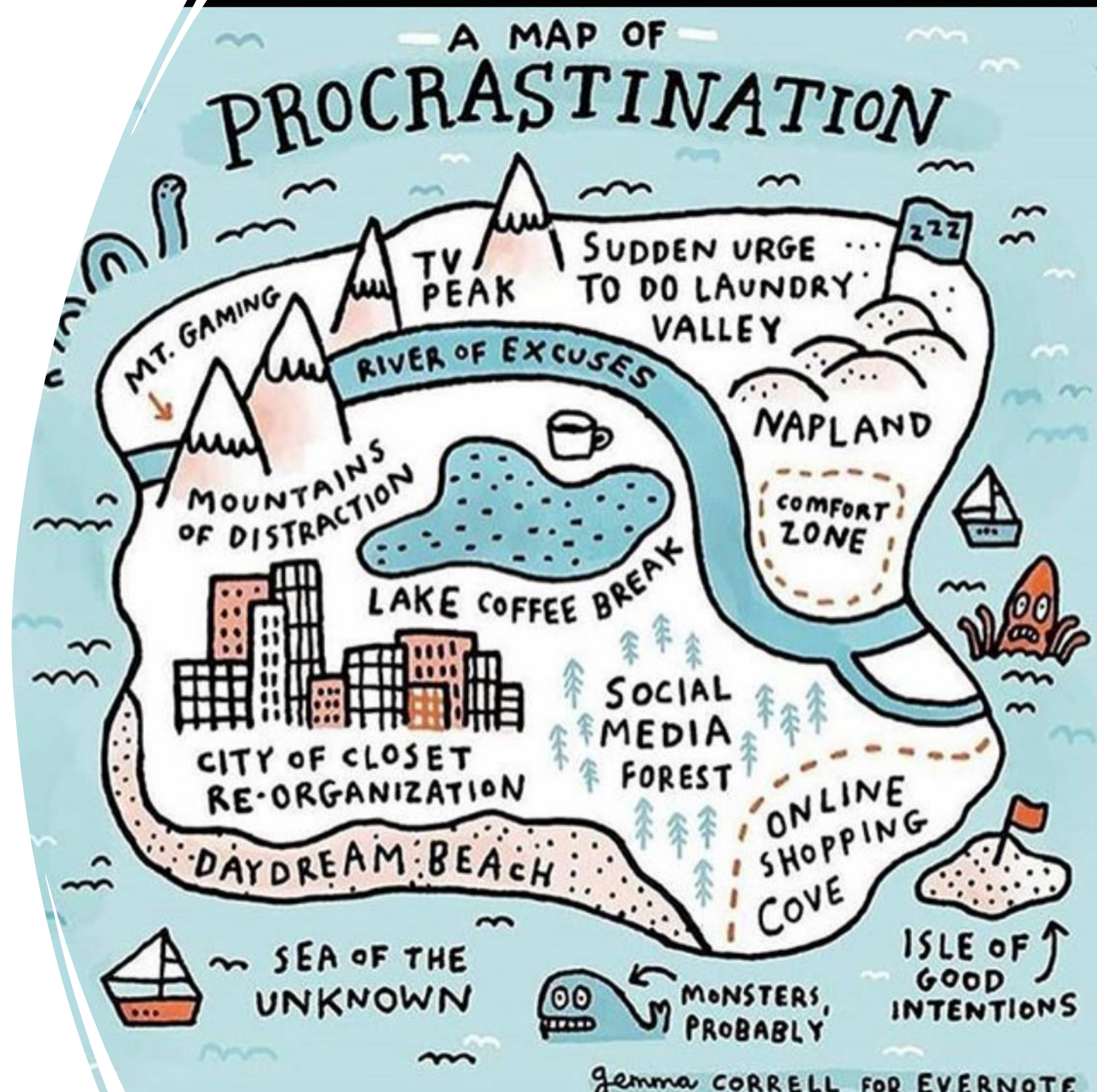
I'll start tomorrow...

Procrastination

Dictionary definition:

- the action of delaying or postponing something.

“Continuous improvement is better than delayed perfection.”



5 reasons for revision resistance

- 1. Finding it hard
- 2. Finding it boring
- 3. Being overwhelmed
- 4. Fear of failing themselves
- 5. Fear of failing others



How to get motivated to revise

Start with
'Why?'

Set Clear
Goals

Highlight the
Benefits

Create a
Positive
Environment

Provide
Incentives

Make it
Relevant

Use Varied
Revision
Techniques

Break it Down

Support and
Guidance

Set a Routine

Celebrate
Progress

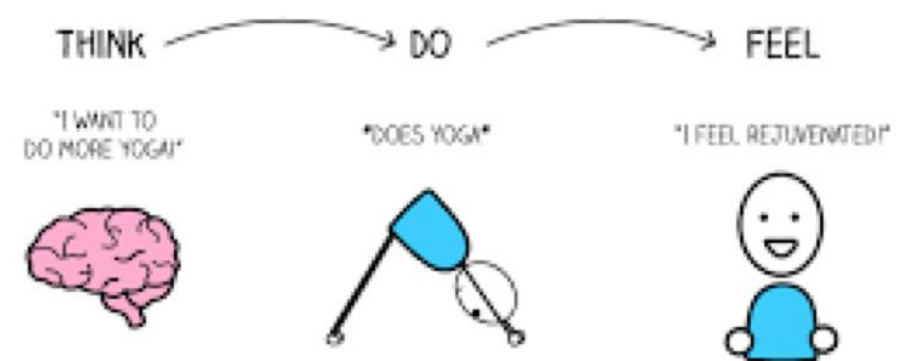
Mind/Body Interaction

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



“Don't let perfect be the enemy of good”

PERSONAL COMPASS

Entrepreneur Derek Sivvers ar can be limiting - because if eventually abandon this sin

Instead of a specific goal **the answer to a proble** goal set because even y towards solving our ch

Pupil /

I want to study medic University and br

If Pupil A doesn't their goal is blo different route' voluntary worl systems or re

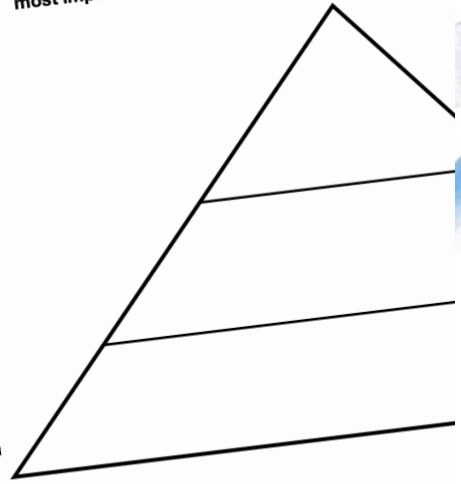
Sivvers says know wher by obstac

1. Buil

Your N always
Placr prot

Power	The need for influence, the ability to determin others; the responsibility for the performance
Saving	The need to collect things, to own things and order them.
Social Contact	The need for friends, to have extensive peer
Social Status	The need to appear to be of a high social s person of importance.
Tranquility	The need to be calm, relaxed and safe.

- Narrow your list down to **THREE** key values and hi
- Place your **THREE** core values into the pyramid b most important value at the top and your least at th



GCSE MINDSET

Year 11

Name: _____



SEPTEMBER

an't go back change the ng, but you where you change the ing.'

WITH THE WHY

Week 1

TION?

on for your future, it is important to is. Study the list below and put a star rtant to you.

- tivations
- support and good feeling from those
- against others - to complete and win.
- e, research, discover and try new
- draw, build - to create art or
- children, to nurture others or to work ing those around you.
- key values of a group or society - expected and guide others in
- / and social justice.
- 3 ability to organise and run
- , predictable environments;
- ise and physical challenge.

GCSE Mindset

Planning your revision for next week

	07:30-08:30	08:30-12:00	12:00-16:00	16:00-19:00	19:00-21:30
Monday		School	School		
Tuesday		School	School		
Wednesday		School	School		
Thursday		School	School		
Friday		School	School		
Saturday					
Sunday					

Interleaving & Spaced Revision

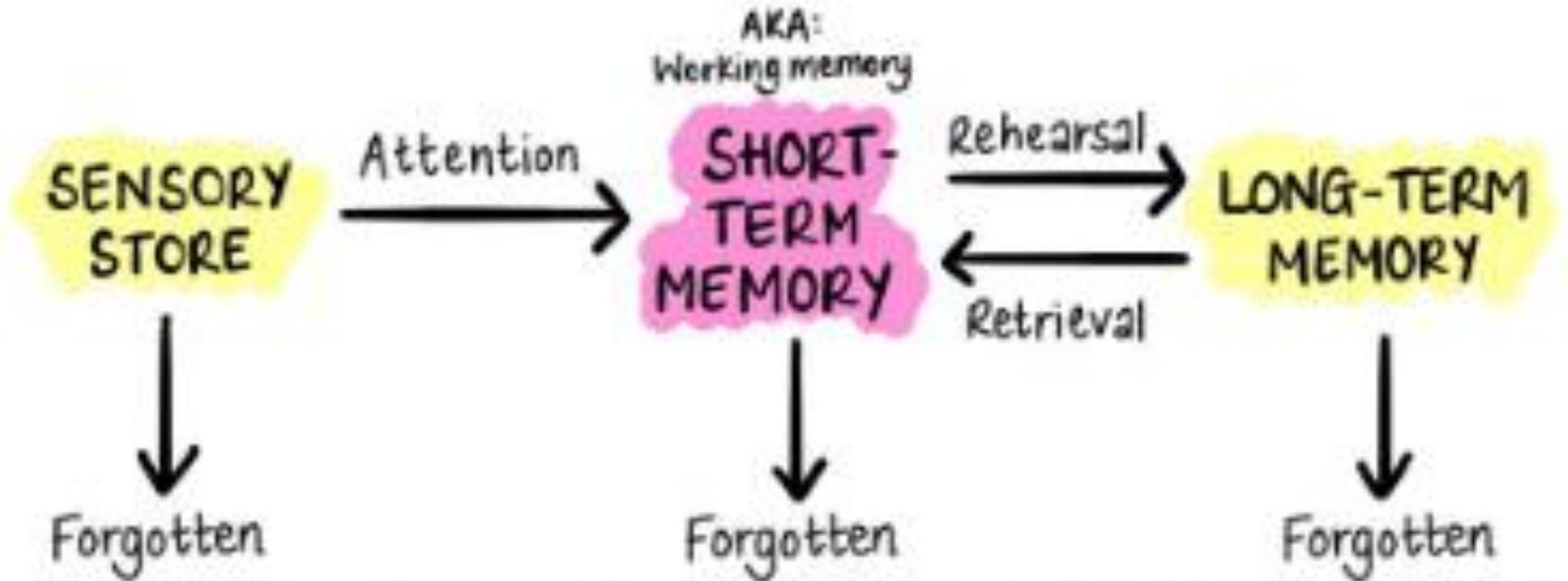
M	T	W	T	F
English	Geog	Maths	Science	French
English	Geog	Maths	Science	French
English	Geog	Maths	Science	French



What makes
effective revision?

Understanding Memory

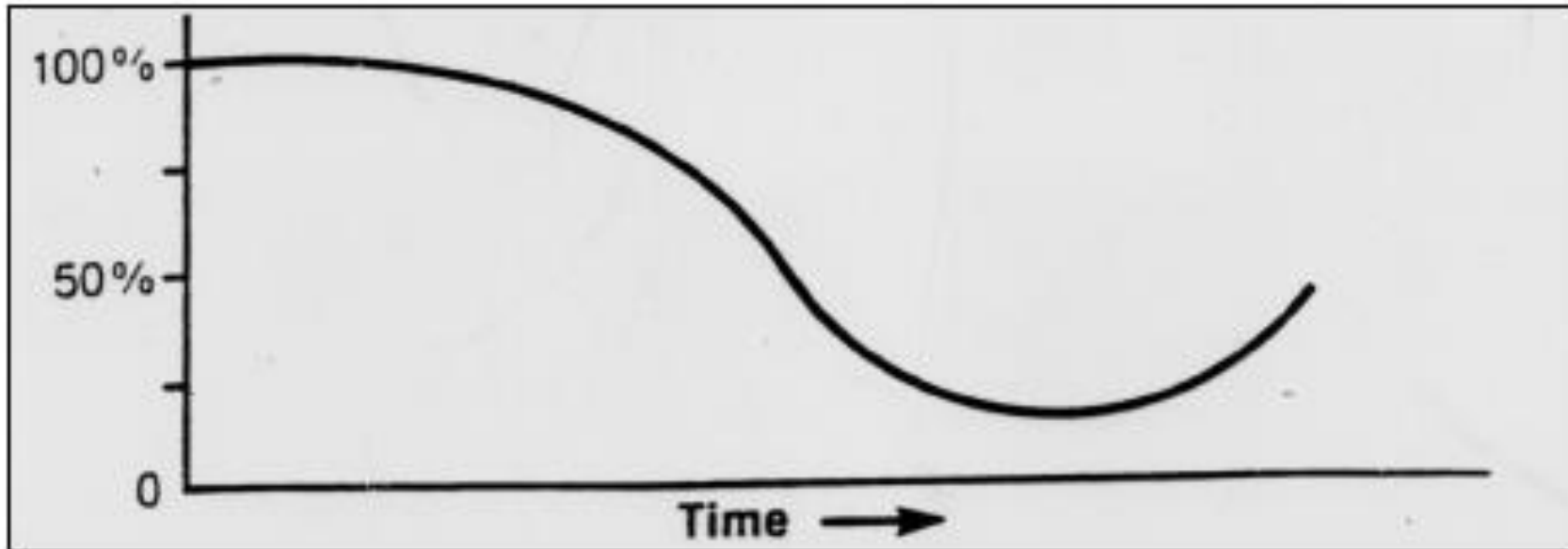
“Using your memory shapes your memory”

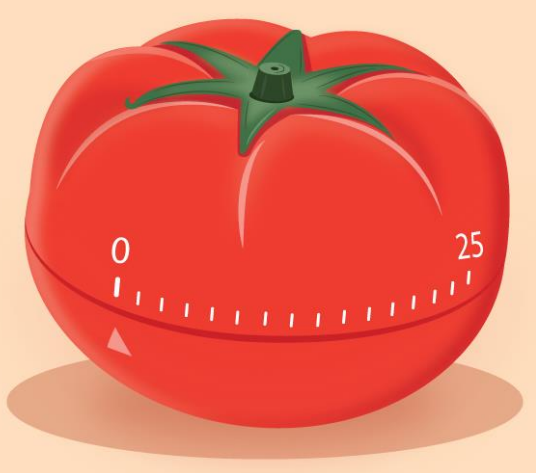


THE MULTI-STORE MODEL OF MEMORY BY ATKINSON & SHIFFRIN (1968)

Focus

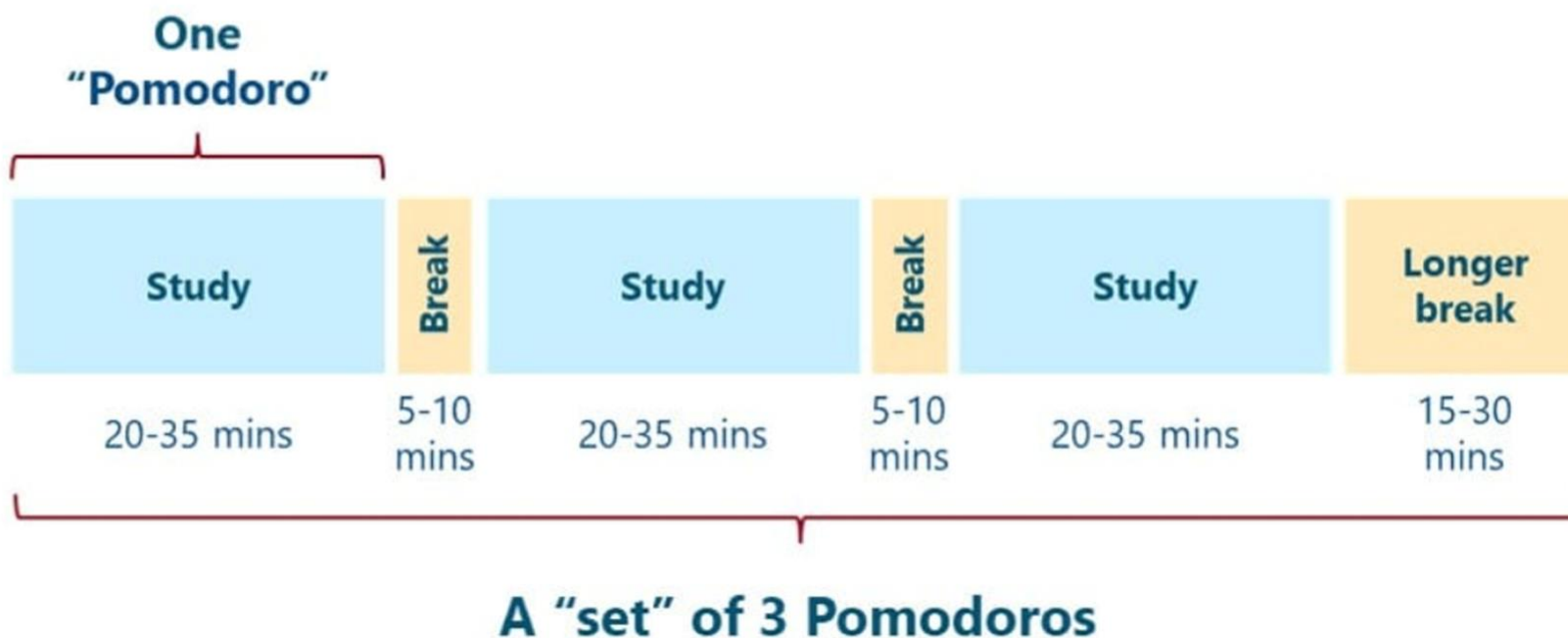
- When you begin working, the level of concentration is high
- After a while, your concentration begins to reduce
- Focus improves a little when you think the end is near



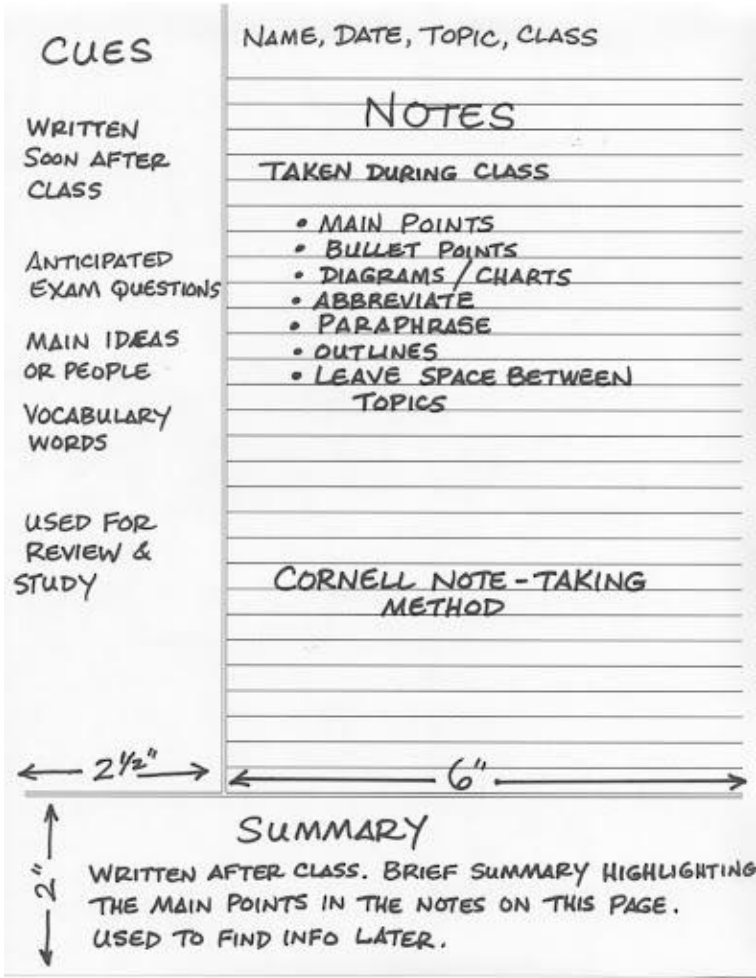


The Pomodoro Technique

- Set a timer for focused, distraction-free revision.
- Set a timer for rest breaks



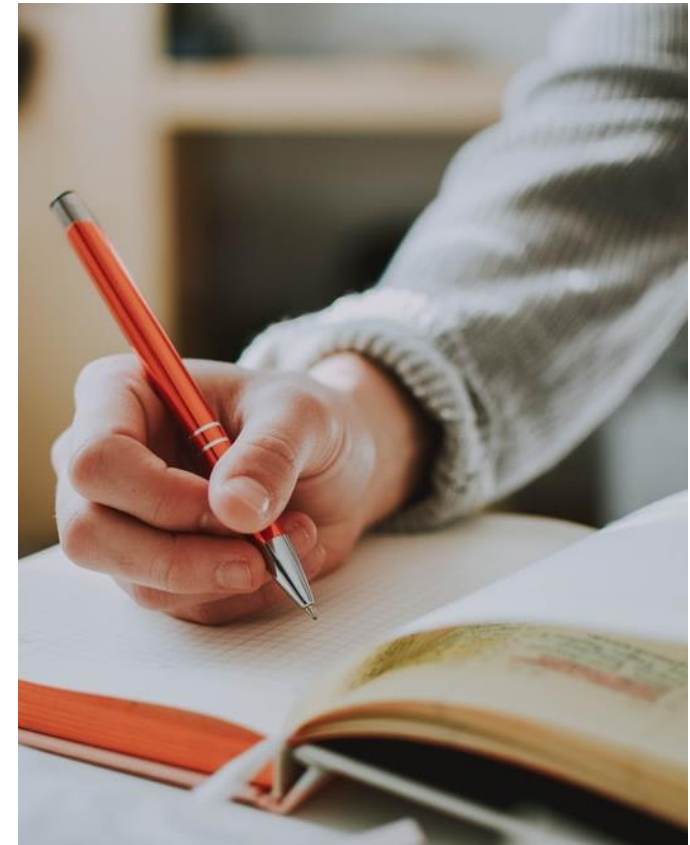
CORNELL NOTES



FLASHCARDS



PLANNED PRACTICE



Revision Techniques

Cornell Notes Breakdown

1) Notes

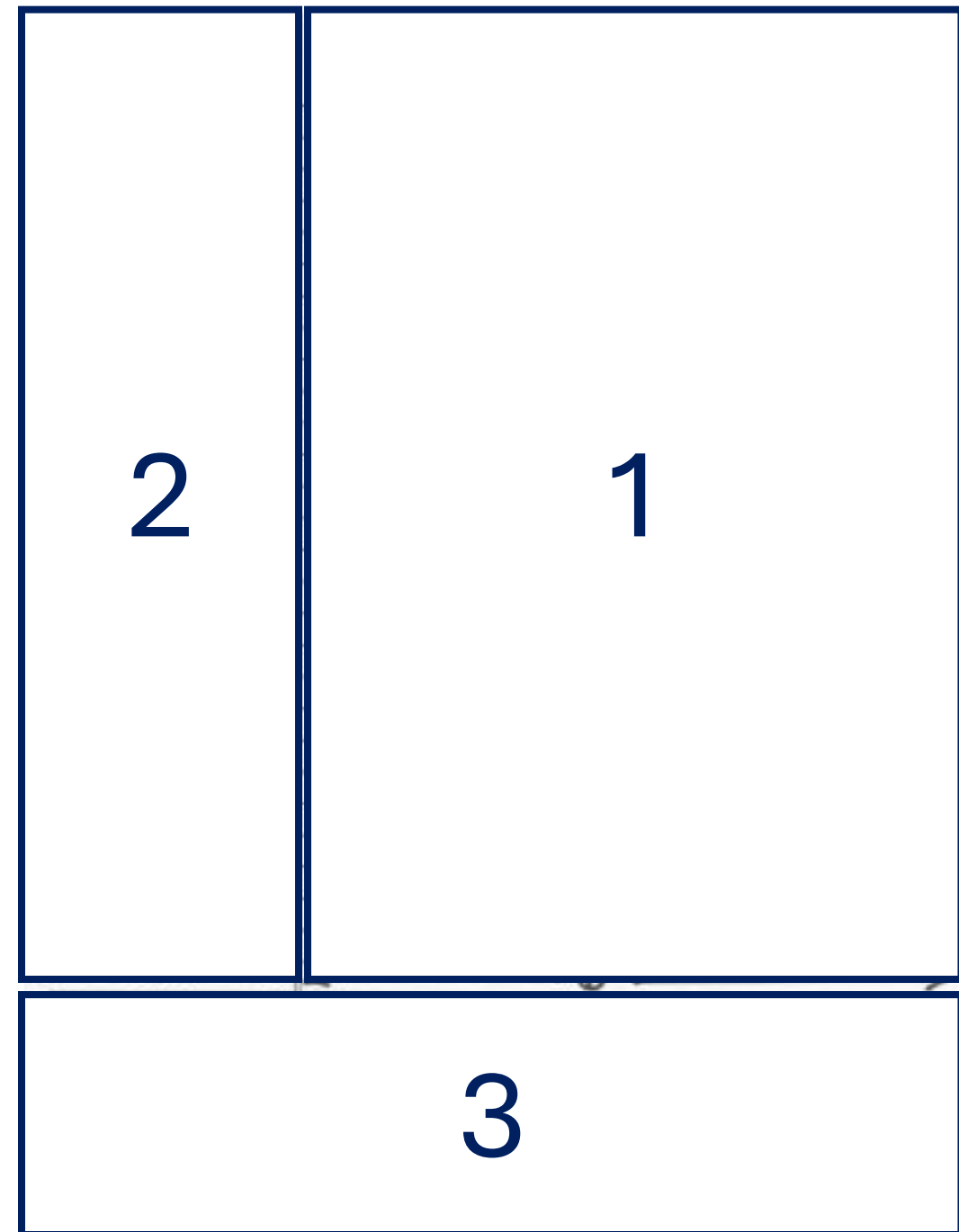
- Take notes during the lesson/video/from a textbook.
Make sure you are not copying out word-for-word but are:
- taking bullet points
 - using abbreviations
 - paraphrasing
 - drawing diagrams & flowcharts

2) Cues/Main ideas/Questions

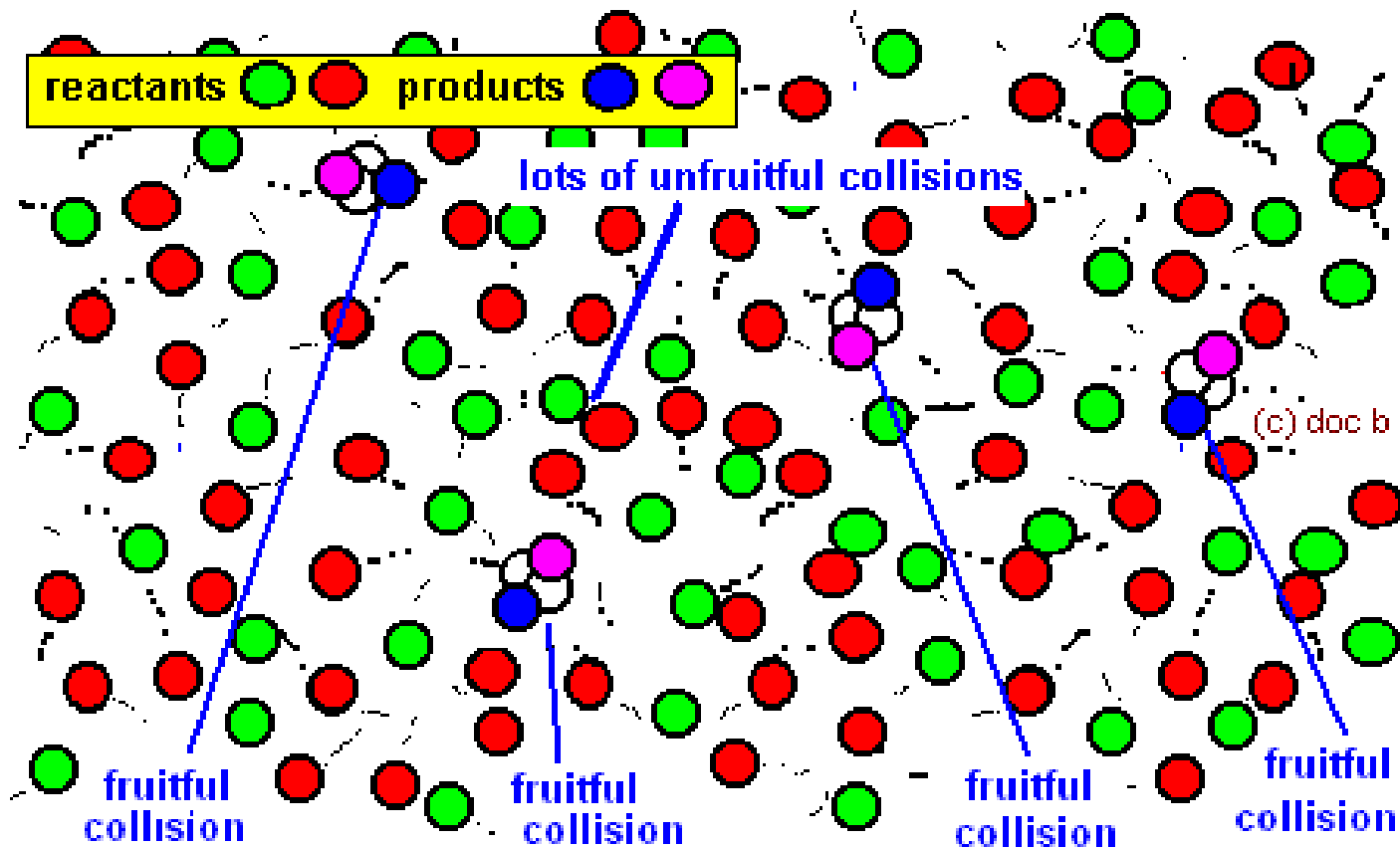
- This section is to pull out key points and ideas.
Identify keywords from the lesson.
Identify areas you need to learn more about.
Writing key questions to be answered.

3) Summary

- To be completed a short time after the lesson, IN YOUR OWN WORDS
A few sentences summarising what you have learned.



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?

An effective flashcard

What are the requirements for two particles to react with each other? (3)

They must collide (1) and have enough energy when they collide (1) which is known as the activation energy (1).

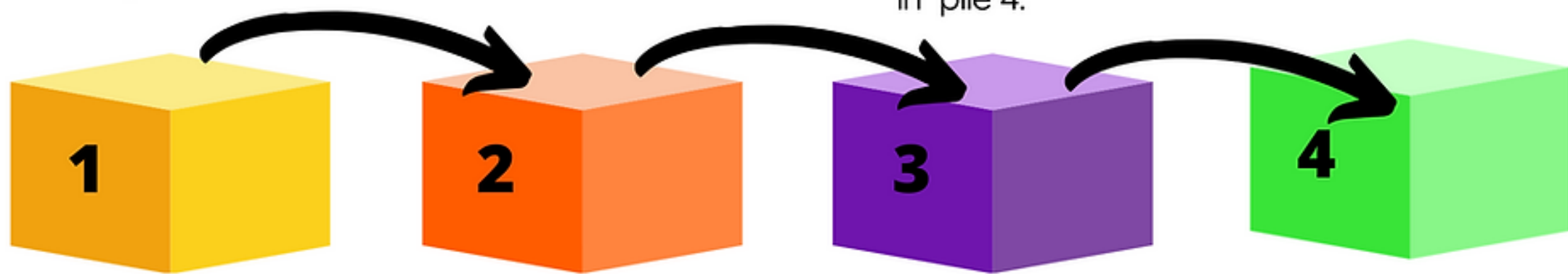
Introducing the Leitner System

All flash cards start off in pile 1 .
As you review the cards, each card you answer **correctly** goes into pile 2.

If you give the wrong answer the card stays in pile 1.

When you review cards in pile 2, if you **get it right** you move the card to pile 3 and so on until all cards are in pile 4.

If you answer a card incorrectly in any pile it moves back to pile 1 for you to go over again.



Why should you include timed practice in your revision?

- Those who did a practice test after a period of revision did better on the final exam than those students who just spent the whole time revising.
- Sitting an exam will mean you are working under pressure.
- This can result in you concentrating more and performing better but for some, nerves can result in silly mistakes. Better to make a mistake in a practice question (and fix it) than in the real exam.
- To help develop resilience to working under pressure.



How to do Timed Responses

Include past paper exam questions when revising particular topics.

- 1) Complete the question under test conditions.
- 2) Mark your answer using the mark scheme.
- 3) Identify:
 - a) what would be awarded marks
 - b) what was not sufficiently clear/accurate in your answer to achieve marks
→ **what did you need to change to get the marks?**
 - c) what you didn't include
→ **review the question again and consider why the examiner deemed it worthy of marks.**



Most exams allow for approximately 1 min per mark.

Year 11 Bulletin

- Sent out each Friday
- Uploaded to Letters page on school website and Year 11 Virtual Classroom
- Includes notices of upcoming events and advertises upcoming deadlines.
- Updates on the period 1 programme.
- Includes recommendations for what to revise each week.

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

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.

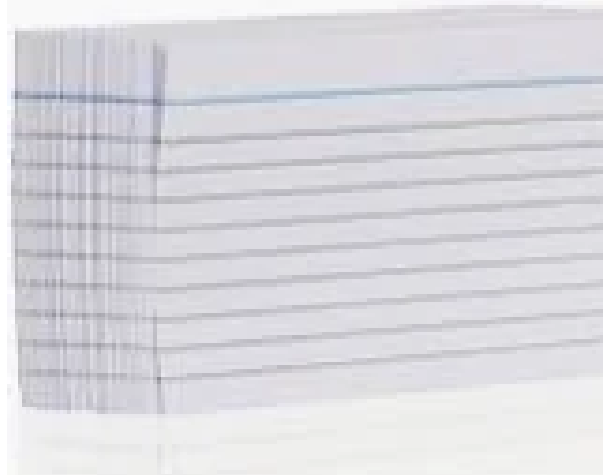
Every student has thought about and noted down a 'lead problem' that they want to solve. Ask your son or daughter about what they have chosen and some possible career paths that may be relevant.

Revision Kit



YEAR 11

REVISION GUIDE



What can parents/carers do to support?





Post-16

Careers support & applying for post-16 options

KENT CHOICES

Get In Touch [Your account](#) [Log in](#)

[Home](#) [Opportunities](#) [User Guides](#) [Events](#)

About our prospectus

Welcome to KentChoices - Your Online Careers and Education Hub

KentChoices is a free online prospectus and application system for young people to apply to sixth forms, colleges, training providers and apprenticeships.

[Support for Young People and Parents](#)

[Support for Teachers and Professionals](#)


APPRENTICE KENT

FUTURE

Future You - The Malling School

@FutureYouTheMallingSchool · Education

[Following](#)

A group of four male students are sitting at a long yellow table in a classroom, focused on their laptops. They are wearing school uniforms and red lanyards. In the background, other students are visible, and there is a white bookshelf filled with books. The text 'Sixth form – next steps' is overlaid in the center of the image.

Sixth form – next steps

Why Study at The Malling School Sixth Form?

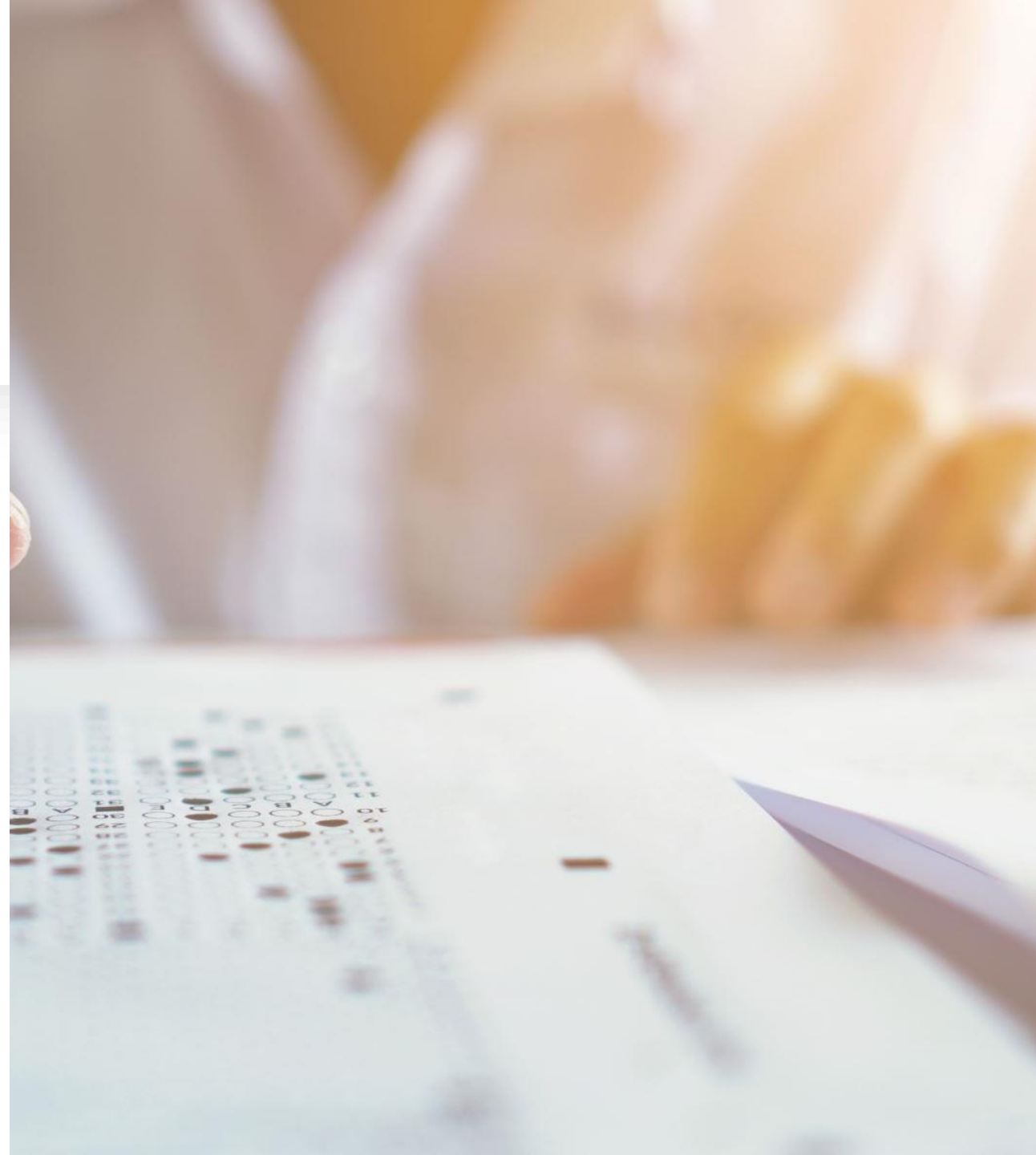
- International success – TMS continuously gets higher than the world average in a majority of subjects
- Internationally recognised qualifications
- Huge range of subjects
- Different pathways
- First school globally to add the IBDP to IBCP
- Sixth form team to support you
- Laptop scheme
- Top university success
- International university success
- Top apprenticeship success
- Academic and non-academic trips
- Meaningful work experience



Sixth form courses

We have 4 pathways available:

- The International Baccalaureate Career-related Programme (IB CP)
- The International Baccalaureate Diploma Programme (IB DP)
- Level 3 Vocational pathway
- Bespoke Level 2 programme



Sixth form pathways at TMS

IBCP

- The standard IB CP student will take:
- **2 IB Diploma subjects**
- **2 CR subjects** (Career related, known as BTECs and WJECs).
- **IB CP Core** Designed to develop students holistically.

IBDP

- IB DP students have to take a subject from **each group 1-5**
- For their 6th subject, they can either take a **group 6 subject or another subject from either group 3 or 4.**
- Students also study the **IB DP Core** programme which is designed to develop students holistically.

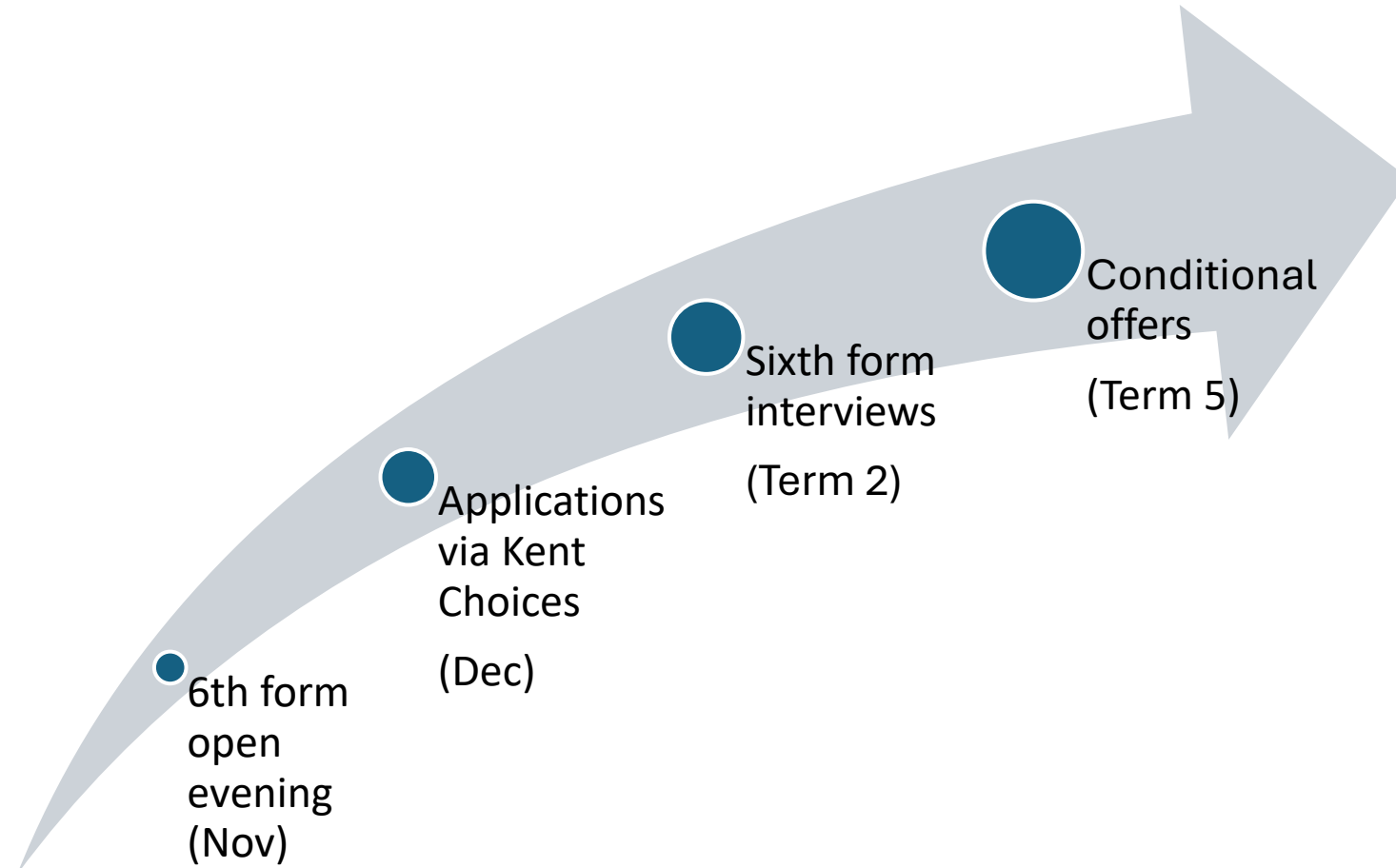
Level 2

- Our Level 2 course is aimed at students who have not got a grade 4 or more in English and Maths at GCSE.
- Students will study:
 - **Maths**
 - **English**
 - **Employability skills**
 - **IT**
 - **And an option course**
- This course is bespoke as it will depend on the student as to which level they start each course.

Level 3

- Level 3 students take a Level 3 Extended Diploma in a BTEC subject
- Students also student for an EPQ (Extended Project Qualification) which is designed to develop students holistically.
- Students will be required to complete a project based on a research topic of their choice.

Sixth form – the road ahead



An illustration of a woman with long dark hair in a bun, wearing a brown long-sleeved top and dark pants, sitting in a meditative lotus position on a log. She has her hands in a mudra. The background is a soft, muted green with various circular icons connected to the woman by curved arrows. The icons include: a steaming cup of tea, a pair of blue headphones, a night sky with a crescent moon and stars, a stack of books, a glowing apple core, a pair of hands holding a heart, a pair of hands holding a network of nodes, a pair of hands holding a plant, and a pair of hands holding a small object. The overall theme is self-care and well-being.

Being Kind To Yourself

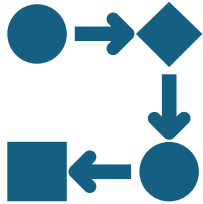
What might this look like?

Exams and Stress

- What might be some causes of exam stress?
- How can exam stress be managed?



Summary



It is never too late to start,
all preparation puts you in
a better position.



Planning and sticking to a
revision timetable will
allow you to feel in
control.



Use the proven effective
revision strategies.

Celebration events

