

# WELCOME TO GCSE YEAR 11



**THE BROMFORDS SCHOOL**  
ACHIEVE ENRICH PREPARE

*Parent Information*

2022-23



Dear Year 11 Parent,

The GCSE years are exciting but can also be daunting, both for students and parents. However, they don't have to be confusing, and it certainly isn't a journey for you and your child to work your way through alone. The aim of this booklet is to explain some of the components of this year. However, teaching staff, form tutors and the Key Stage 4 Progress Team will always welcome any questions that you or your child may have, if they have not been addressed here or on the school website. If you have any further questions, please don't hesitate to contact us (see the next page for more information of where to direct your query).

We are now a few years into the new grading system for GCSE examinations. Instead of being graded with A\*, A, B, C, D, E, F or G, papers are now given a 9, 8, 7, 6, 5, 4, 3, 2 or 1 grading. The highest three grades (9, 8 and 7) are replacements for A\* and A, with the top 20% of students being graded 9, 8 and 7. To date, Grade 4 has been seen as a 'standard pass' with a grade 5 labelled a "strong pass".

This might sound confusing, but essentially, a new gold standard grade has been born. In fact, it's more a platinum standard - with some even classifying a grade 9 as the equivalent to achieving an A\*\* (to make it a little easier to comprehend).

New grading structure	Former grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

Individual post 16 providers will have entry requirements for courses in their institution – but there will be more on that later in this guide.

We look forward to working with you and supporting your child in their final year at The Bromfords School.

Best Wishes,

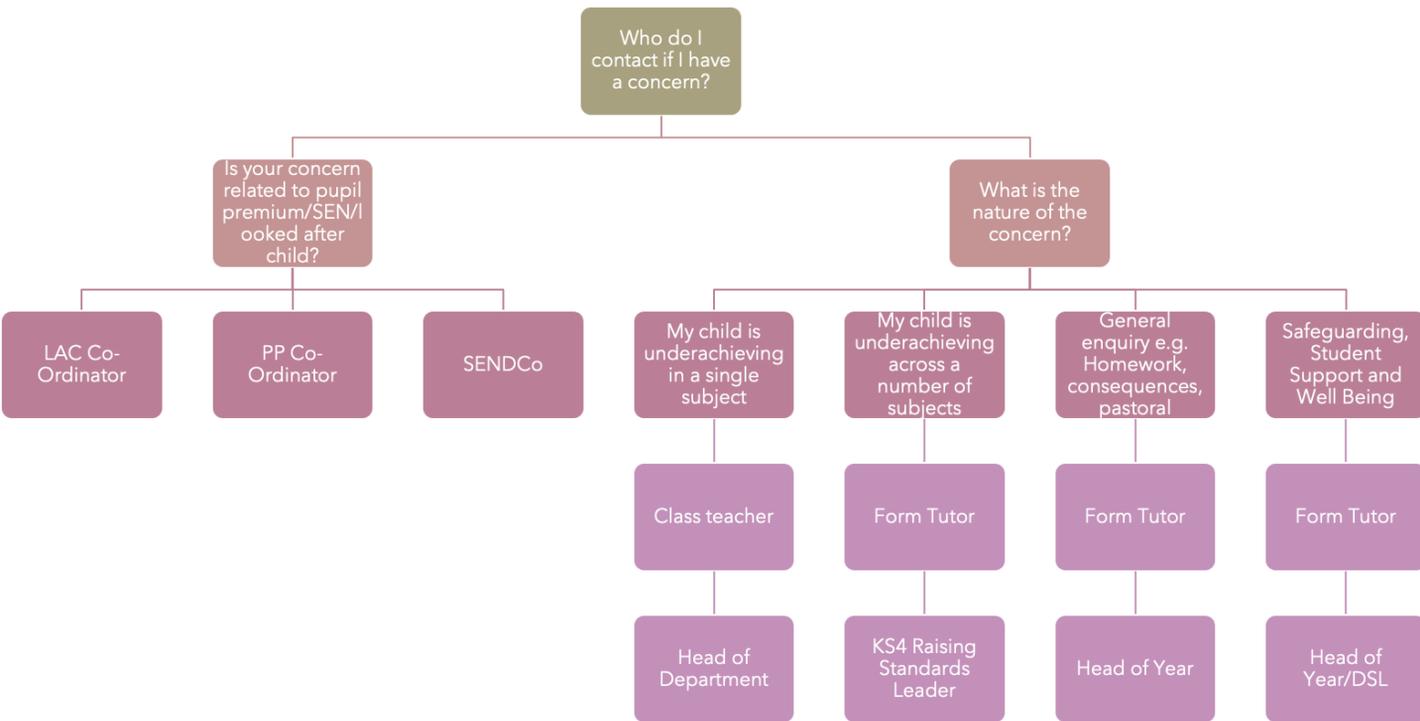
Aaron Rowswell

Katie Lynch

Head of Year 11

KS4 Raising Standards Lead

# KEY CONTACTS



## Key Contacts

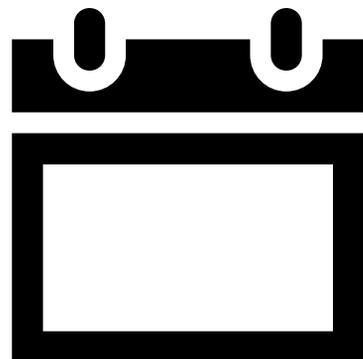
- ❖ Mr A Rowswell - Head of Year 11 ❖
- ❖ Miss E Huet - Director of KS4 (Maternity Leave till Nov 2022)
- ❖ Mr B Haines - Acting Director of Y11 (till Nov 2022) ❖
- ❖ Mrs R Clout - LAC Coordinator ❖
- ❖ Mrs E McCue - Director of KS5 ❖
- Miss K Lynch - KS4 Raising Standards Lead, PP Coordinator & Whole School Careers Lead
- ❖ Ms L Tutty - SENDCo
- ❖ Ms N Thain - Exams Officer
- ❖ Abigail Bruce - Careers Advisor (Connexions)

We will endeavour to respond to all enquires within two working days  
 We will respond to all safeguarding enquires as soon as possible (within 24 hours)  
 If you require a written response we will endeavour to do this within five working days  
 If a meeting is required we will endeavour to schedule this within seven working days  
 If you are unsure where to direct your query, please email: [office@bromfords.essex.sch.uk](mailto:office@bromfords.essex.sch.uk)  
 Enquires made during weekends or holiday times will take longer to receive a response  
 If you feel that your enquiry has not been answered or your concern persists, please contact the Head of Year

# KEY EVENTS

The events included here may be subject to change.

<i>Date</i>	<i>Event</i>
Round 1: 17 <sup>th</sup> Oct - 4 <sup>th</sup> Nov 2022 Round 2: 27 <sup>th</sup> Feb - 10 <sup>th</sup> March 2023	Y11 Progress Exams
12 <sup>th</sup> January 2023	Y11 Parents Eve
January 2023	Y11 Next Steps Meetings
Mid-May 2023	Written GCSE Exams Begin
June 2023	Year 11 Leavers Assembly
Mid-June 2023	Written GCSE Exams End
July 2023	Year 11 Prom
24 <sup>th</sup> August 2023	GCSE Results Day & Sixth Form Sign-Up





# PROGRESS EXAMS & NEA SUBJECTS

Throughout Year 11, students will gain exam experience just as they have had throughout their time at The Bromfords School.

Previous cohorts have found the mock exam periods extremely valuable allowing them to feel incredibly well prepared for the summer exam series. The more exposure students have to the exam environment and style of papers, the more confident they will be going into the final exam series.

Subject staff will also periodically conduct more informal classroom-based assessments as another means to ascertain any gaps in subject knowledge, whilst continuing to maximise student exposure to the style of questions they will come across in the final exams.

## PROGRESS EXAMS

We will run option subject exams and core subjects (English, Maths and Science) throughout the year. Departments will set their own exams and these will most likely be previous GCSE exam papers. Staff will use these exams to determine a student's current attainment and will allow staff and students to acknowledge and act upon any gaps in knowledge or skills.

## SUBJECTS CONTAINING NEA ELEMENTS

We run a number of courses which include aspects of NEA (Non-Exam Assessment), which have replaced the traditional coursework. Grades are awarded based upon a combination of the completion of non - exam assessments, most of which are internally marked and externally moderated, and external examinations.

Students will prepare for and work on the NEA throughout the 2 years of the course, so it is essential that students keep up to date with their NEA preparation and completion.

Information regarding how students will be examined in NEA subjects and all other courses can be found on the school exams page under curriculum.

# EXAM SEASON

The public exam period generally runs from around mid-May until the end of June and GCSE results are usually released on a Thursday in the 3rd week of August.

## GENERAL STUDY LEAVE

For the majority of the cohort, a short period of study leave will be granted later in the exam series.

## LESSONS DURING THE EXAM SEASON

During the exam series we will 'tweak' students' regular timetable so that they will have a series of revision lessons in a subject the day or morning before an exam. This information will be shared with you and your child, normally in the format of a weekly timetable. This will be sent out to you via school comms (email).

We will also interweave well-being sessions into this time so that students have time to pause and re-group.

# ACADEMIC SUPPORT

During Year 11, we run various support measures which will ensure the best possible outcomes for all of our students at the end of the year.



We run an extensive series of 'Masterclass' sessions to support academic progress.

Staff run these extra sessions before school during lunchtimes and after school on a timetabled plan. Sessions are run in small, targeted groups so that students receive much more personalised intervention. Staff may also use progress exam or NEA information to request attendance of Masterclasses.

Your child will be given a timetable each term to show them when their compulsory sessions are, but we will also issue a general timetable as students are more than welcome to attend any session, should they wish to.

We run extensive mentoring programmes throughout the year. These programmes are there to help support students from both a pastoral and academic stance.



Miss Lynch and Form Tutors run personalised progress meetings with students in the '*Raising our Game*' initiative. The team will work closely with you and your child to keep you updated with progress and they will also share targets with you. You may be invited to attend a progress meeting to discuss any concerns and support measures to ensure positive steps are taken. These usually take place during Parents' Evenings but may also be scheduled during the school day. We welcome the opportunity to work with you as parents in order to support your child in achieving the best possible outcomes in their final exams.

# RESILIENCE



Of course, as a school, we are here to educate your child. However, education is not just about pouring into a knowledge pot i.e. teaching about trigonometry in Maths or the perfect tense in French. It's about preparing young people for a future that has not yet been defined and a world where jobs for the future workforce have not yet been created. To do this, young people need to be adaptable, resilient and have a 'Growth Mindset'.

From this year, we have included our school resilience words into our achievement point system so that we can celebrate the 'character' of our students.

Keep an eye out for these resilience words in achievement points!



# POST-16 CHOICE & APPLICATIONS

Young people are required to stay in school, training or work-place training until the age of 18.

There is a huge array of options available to young people nowadays. Whilst it is incredible to have so many opportunities, for some it may be really tough to find a course. Included in this pack is a list of many local post-16 providers open evenings. It is important this preparation is conducted early to ensure that students are aware of the relevant entry requirements and aiming high in their final GCSE year,

It's strongly advisable to attend as many open events as possible to get a feel for post 16 courses. Many colleges and schools also have Facebook or Twitter pages to follow so that you can keep up to date with events.

**WHERE  
SHOULD  
WE  
START?**

## SUPPORT IN SCHOOL

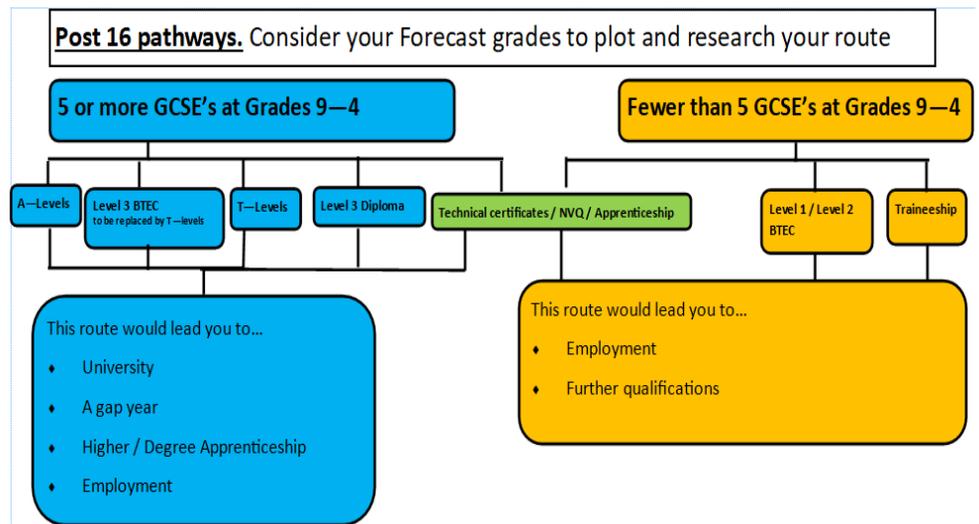
Throughout the year, post 16 providers will visit the year group for assemblies about studying with them. We will also continue to share information about open events via our newsletter, Facebook page and via form tutors.

Students are very much in control of their own research and applications. We will run regular support sessions during tutor time for students who cannot access a computer at home or need support with their ideas.

All Year 11 students will receive a 121 Careers meeting with our Level 6 Careers Advisor Abigail Bruce from Connexions. All minutes from this meeting are available on each students Career Passport on Grofar. Miss Lynch will also be available to offer her expertise and support with the Action Plans created in the 1:1 meetings.

Form tutors will support with applications through the delivery of our Careers programme delivered twice a week during tutor time. Each student will also complete a Careers Action Plan (CAP) on Grofar in their VEB lessons during Term 1a.

**IF YOUR CHILD IS UNSURE OF THEIR POST-16 PLANS  
PLEASE SCAN THE QR CODE TO REQUEST A CAREERS  
MEETING WITH OUR CAREERS ADVISOR ABIGAIL  
BRUCE FROM CONNEXIONS.**



# QUALIFICATIONS EXPLAINED

## A-LEVELS

An A-level is a qualification offered across a range of subjects to school-leavers. Studying A Levels allows you to keep your options open if you are not sure what to do in the future. They will also offer a pathway to further education. Schools and colleges will often look for at least five GCSEs 9-4 and will often include English Maths and Science in this list of subjects.

To study a subject at A Level, you will also need to have achieved a minimum grade in that subject. For example, to study Geography at The Bromfords Sixth Form, they require you to achieve a Grade 6 or above. Each subject in each institution will have different entry requirements.

## T- LEVELS

T Levels are new courses, which will follow on from GCSEs and will be equivalent to 3 A levels. These 2-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares students for work. T Levels will offer students a mixture of classroom learning and 'on-the-job' experience during an industry placement of at least 315 hours (approximately 45 days). They will provide the knowledge and experience needed to open the door into skilled employment, further study or a higher apprenticeship. T Levels will only be available in our area in certain subjects and in certain colleges. These qualifications will be phased in over the next 2/3 years. To help T Level students get into higher education, UCAS tariff points will be allocated to T Levels.

## BTECS

BTECs are vocational and work-related courses, designed to accommodate the needs of employers and allow students to progress to further and higher education. A BETC takes a practical approach to learning, without missing any of the important theory on the subject. They can be studied at level 1, 2 and 3. Level 3 Extended BTECs RE EQUIVILANT to A-Levels and will give you the relevant UCAS points to progress to higher education.

## APPRENTICESHIPS

Apprentices study for qualifications while they are working. They learn the skills they need for the job they are doing. There are different levels of apprenticeships from intermediate which is the equivalent to 5 GCSEs, to a full degree.

Apprenticeships are ideal for students who want to work in a specific industry. Colleges have links to apprenticeship vacancies and it is worth checking these regularly for updated vacancies. Vacancies and more information can also be found on the apprenticeships government website (see QR code), job websites, career specific websites and the Year 11 Careers channel on Teams.



The Parents' Guide to  
www.theparentsguideto.co.uk

## NVQ NATIONAL VOCATIONAL QUALIFICATION

NVQs are great if you know what job you would like to do. There are 5 NVQ levels and you can start at a level that suits you and work your way up. There are no age limits or special entry requirements, although you may have to work your way up the levels. You can do NVQs in various subjects at all levels. You obtain the qualification by completing units step-by-step.

Level	Qualification / educational route		
<b>8</b>	Doctorate (PhD)		NVQ 8
<b>7</b>	Masters degree (MA)		Degree apprenticeship / NVQ 5, 6, 7
<b>6</b>	Bachelors degree BA or BSc		
<b>5</b>	Foundation degree FdA or FdSc	Higher National Diploma (HND)	Higher apprenticeship / NVQ 4
<b>4</b>		Higher National Certificate (HNC)	
<b>3</b>	A levels Grades A-E	International Baccalaureate	Advanced apprenticeship / NVQ 3
		T Levels	
<b>2</b>	GCSE Grades 4-9 (C, B, A or A*)		Intermediate apprenticeship / NVQ 2
<b>1</b>	GCSE Grades 1-3 (D,E,F or G)		Traineeship / NVQ 1
	Academic route	Vocational route	Applied / work route

# REPORTS EXPLAINED

Below is an example of a typical report:

Subject & Teacher	Attitude to Learning	Target at End of KS4 (Year 11)	Exam Grade	Current Grade	Predicted Grade	Progress indicator	Steps to Success
<a href="#">English Language</a> Miss G. Chamberlain	O	5	3+	4=	4+	Below Target	S4 S8 S9
<a href="#">English Literature</a> Miss G. Chamberlain	O	5	2+	4-	5-	On Target	S5 S7
<a href="#">Mathematics</a> Mrs L. Moss	G	5	4=	4=	4+	Below Target	S16 S20 T10 --

Click here to open the subject folder.

Steps for students to work on in Priority order

### ATTITUDE TO LEARNING

At this stage of studying, we would like as many attitude to learning scores as possible to be Good or Outstanding. Certainly, multiple negative scores, as per the example above, would lead to mentoring sessions and other interventions to try to support improving commitment to studies. We expect more of students who are working at a attitude to learning score of Inconsistent, as they will be unlikely to reach their challenging target grades.

### Y11 TARGET GRADE

The students are set targets for the end of Year 11 based on their results in the Key Stage 2 SATs. Where the SATs have not been completed, Cognitive Assessment Tests will be completed by the students to generate the targets in the same way.

### EXAM GRADE

This is the grade achieved in the most recent set of Progress Exams.

### CURRENT GRADE

Using the evidence from exams, classwork and homework (and NEA completion where applicable) staff will provide you with a grade to indicate current attainment.

### PREDICTED GRADES

This is the Grade that the member of staff believes that a student will achieve at the end of the course based upon current performance, and this should be the grade used in post 16 applications.

# WELL-BEING SUPPORT

At The Bromfords School, we aim to promote positive mental health for every student and member of staff.

How do we support students' welfare and emotional well-being during KS4:

- Open door policy - students receive quality time with a member of the pastoral team
- Students are signposted to relevant agencies for free, safe and anonymous support
- Well-being drop in groups to offer support and promote positive mental health
- Whole school and tutor time activities to raise awareness of mental health.

Scan the QR codes to read more about an emotionally healthy approach to GCSEs



Guide for Parents



Guide for Students

Please contact Mrs Rainey our mental health lead for more information.

# EFFECTIVE REVISION & STUDYING

Find a good place to study – it should be well lit, comfortable, free from distractions and your son/daughter needs to be in the right frame of mind! Don't avoid study – if your attention starts to wander, switch to a different task. Don't make excuses! Don't avoid the more difficult tasks and topics!

**PLAN A STUDY TIMETABLE** – put in school commitments first and add extra-curricular clubs / jobs. Leave room to increase study time as the year progresses and be sure to include 'down - time'. It's important that students get the balance right – they shouldn't be working every waking hour of the day and at the same time, should not be cramming the night before a mock or real exam.

Here is a basic example – you can access this via the QR code below.

 **YEAR 11 REVISION TIMETABLE**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY



It's a good idea to break subjects down into specific topics / areas to revise. For example, instead of writing 'English' on the revision timetable, you could write 'Romeo and Juliet: Theme of Love and Hate'. Similarly, for Maths, you would look at your recent progress online to establish which topics need to be revised and put this on your revision schedule. This amount of detail is important the closer students get to exam periods. Staff are more than happy to support with this.

# EFFECTIVE REVISION & STUDYING

Information is best retained and recalled if it's presented in short bursts; reviewed regularly; linked to other information; involves more than 1 sense; it uses the left and right side of the brain; it is relevant; it is remembered using e.g. mnemonics, chants, or mind maps. So, it's important for students to consider HOW they revise. Simply reading notes would not be a successful revision method. Revision takes effort!

**TIME MANAGEMENT** – studying and revising takes up a lot of time – there is no way around this. You have to make sacrifices. You will learn and remember more if you have regular study habits. It's important to adopt these habits as early as possible even though the exams seem like a long way off. It's like exercising the body – to make a difference, it has to be done consistently and on a regular basis. Once every now and then is not enough

**REDUCE SCREEN TIME** – A Cambridge university study found that an extra hour a day of TV, internet or computer gaming in Year 11 is linked to poorer grades at GCSE. The average drop in the study was equivalent to 2 GCSE grades.

**READ** – on the other hand, students who spent an extra hour a day doing homework or reading did better in their GCSE grades increasing their results by the equivalent of between 4 and 5 grades. Read for pleasure, read the news, read wider in chosen subjects and read ahead before the lesson.

**GET ORGANISED** – write notes clearly in class, keep notes organised, refer back to notes when doing homework, improve notes if you can, keep on top of deadlines, keep old exercise books.

**ATTEND MASTERCLASSES** – these sessions will support work done in lessons and offer a chance to develop key skills / knowledge.

 **YEAR 11 REVISION TIMETABLE**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY



# REVISION: 'FACE' IT

**F**acts. Identify the key facts that need to be known and learn them. Memorise them. Test yourself. You can't explain something if you can't remember the key facts.

**A**pply in context: Use recall of facts to solve problems in new contexts; it's not enough to learn isolated facts. Test that knowledge in different scenarios using questions in books and past papers.

**C**onnect to other ideas: Increasingly you need to make links between topics - e.g. energy and forces in Science from different areas (e.g. mechanics and magnetism); comparing the use of techniques between different texts; seeing common patterns in historical events or geographical processes.

**E**xam practice: Use past exam questions to rehearse the process of responding under time pressure, demonstrating your knowledge and understanding, taking account of the marks available.



## HOW CAN YOU SUPPORT YOUR CHILD?



- ❖ Encourage attendance in school. Form Tutors and the progress team will support with this. Help them to make a plan for their time....balance is key. Support them finding a study spot at home and encourage good study skills. Suggest anti-procrastination tools e.g. does the phone need to be elsewhere?
- ❖ Be their study buddy. Be interested! If they can explain it to you so that you understand, then they know it!
- ❖ Recognise their strengths but keep your expectations high.
- ❖ Recognise areas for development and make sure the expectations are manageable for all of you and high.
- ❖ Keep calm (or at least pretend to be).
- ❖ Keep in touch - whether it be at Parent's Evening, with Form Tutors, subject teachers or the progress team.
- ❖ Celebrate their resilience, perseverance and creativity.
- ❖ Encourage them to be a reader. Being a regular reader means that students will be able to access ALL exam papers, not just English, better.
- ❖ Help them to keep perspective - The more prepared we are, the less stressed we will feel, but keep an eye out if your child has a tendency to overdo the revision - this can make them even more stressed.
- ❖ Make sure they avoid last minute cramming - there is only so much a brain can absorb in a day. If it's all getting too much encourage them to forget the revision timetable for a couple of hours and do something completely different, such as meeting a friend.
- ❖ If your child returns from an exam saying it's all gone very badly wrong make sure they don't dwell on it and get on with the next one.
- ❖ Let them know even if they haven't done as well as they could it's really not the end of the world! But encourage a way forward.

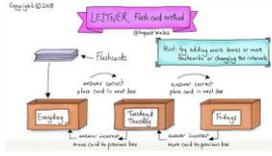
# HOW CAN YOU SUPPORT YOUR CHILD?

## MIND MAPS



ADD COLOURS, IMAGES, ARROWS TO ADD CHALLENGE

## FLASH CARDS



SORT YOUR FLASHCARDS ONCE ATTEMPTED USING THE LEITNER METHOD



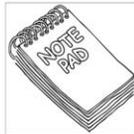
Use a different technique for each subject studied on the same day

## PAST PAPERS



ATTEMPT A QUESTION, THEN SEE HOW YOU WOULD SELF ASSES IT WITH THE MARK SCHEME OR LEVEL DESCRIPTORS

## NOTE TAKING



HIGHLIGHT PARTS WHICH YOU FIND DIFFICULT OR DO NOT IMMEDIATELY UNDERSTAND - REVISIT THESE LATER

## TEACH IT



INSTEAD OF ASKING FOR HELP WITH YOUR HOMEWORK, CAN YOU EXPLAIN TO SOMEHOW HOW YOU DO IT AND WHY?



gcsepod  
education on demand

SUMMARISE A POD IN 30 WORDS OR LESS - OR TAKE AWAY 5 KEY PIECES OF INFORMATION



## SENECA



## POSTERS



CAN YOU CREATE A POSTER WITH NO OR MINIMUM WORDS TO SHOW WHAT IS GOING ON?

## CORNELL NOTES



## POST IT



CAN YOU SUMMARISE A WHOLE PAGE OF YOUR REVISION GUIDES OR CLASS BOOK ON ONE POST IT NOTE?



Use the Revision Hub on Teams

## TIMELINES



BEFORE YOU COMPLETE ANY OTHER REVISION ACTIVITY: SHOW OFF WHAT YOU CAN REMEMBER!

## TELL IT AS A STORY



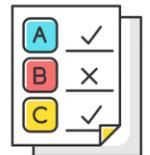
THIS CAN BE INFORMAL, BUT STILL INFORMATIVE! HIGHLIGHT YOUR FACTS INCLUDED

## NEWSPAPER ARTICLES



HISTORICAL EVENT, ENVIRONMENT, SCIENTIFIC DISCOVERY?

## MULTIPLE CHOICE TESTING



BBC BITESIZE, GCSE POD, KAHOOT

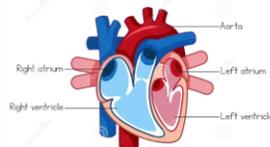


## HEGARTY MATHS



## DRAW A DIAGRAM AND LABEL

### Parts of a Heart



## CASE STUDIES



HIGHLIGHT, ANNOTATE, SUMMARISE

## GLOSSARIES



ALL SUBJECTS CAN USE THESE! CAN YOU COLOUR CODE YOUR GLOSSARIES INTO THEMES?

## TIMELINES



CAN YOU RETELL A SERIES OF EVENTS? A PLOT IN A BOOK? A PROCESS IN SCIENCE?



HISTORY, GEOGRAPHY, AUDIOBOOKS



Take a small break in between each session / topic - Get up and away from your desk for at least 10 minutes



# MASTERCLASSES TIMETABLE

## Week A

WEEK A YEAR 11	BEFORE SCHOOL (7:45-8:20AM) SUBJECT	BEFORE SCHOOL VENUE	AFTER SCHOOL (2:55-3:30PM) SUBJECT	AFTER SCHOOL VENUE
MONDAY			Chemistry RE GCSE Business	Room 23 Room 39 Room 72
TUESDAY			Drama (till 4pm) French English - Invitation only	Room 77 Room 53 Room 30/31/27
WEDNESDAY	Biology	Room 10		
THURSDAY	Physics	Library	History Art & Photography BTEC Business	Room 41 & 50 Room 83/84/85 Room 72
FRIDAY	Science - Invitation only	Room 22	Film Studies NEA support	Room 19

## Week B

WEEK B YEAR 11	BEFORE SCHOOL (7:45-8:20AM) SUBJECT	BEFORE SCHOOL VENUE	AFTER SCHOOL (2:55-3:30PM) SUBJECT	AFTER SCHOOL VENUE
MONDAY	Chemistry	Room 22	Art & Photography Food & DT Maths - Foundation	Room 83/84/85 Room 13 & 14 Room 2
TUESDAY	Geography	Room 51	Biology BTEC Business Computer Science & iMedia Maths - Higher	Room 18 Room 72 Room 76 Room 5 & 8
WEDNESDAY	History	Room 41 & 50		
THURSDAY			Physics Health and Social Care (till 4pm)	Room 82 Room 73
FRIDAY			Science - Invitation only	Room 22



**THE BROMFORDS SCHOOL**

**A C H I E V E   E N R I C H   P R E P A R E**