

YEAR 11 PARENT INFORMATION EVENING

10th October 2023



**KING EDWARD VI SCHOOL
LICHFIELD**

This evening will include:

Mrs M Jennings <i>Achievement Leader for Y11</i>	Welcome and outline for the evening Key Dates for Y11
Mrs K Baker <i>Careers Advisor</i>	Next steps for Post 16 - including attending Open Evenings, making applications and the importance of back-up plans
Mrs M Jennings <i>Achievement Leader for Y11</i>	Trial Exams in December 2023 Reminders from Subjects Revising using flash cards – how you can help?
Mrs K Baker <i>Leader in Attachment and Trauma-informed practice</i>	An introduction to Emotion Coaching – how to support stress and anxiety in young people
Mrs M Jennings <i>Achievement Leader for Y11</i>	Questions and Feedback

Copies of all slides will be shared electronically after tonight's presentation

Key dates:

- **Y11 Information Evening: 10th October 2023 6-7pm**
- **Y11 Subject Evenings: 23rd and 24th October 2023**
- **Sixth Form Open Evening: 9th November 2023 6-8pm**
- **Y11 Trial Examinations window: 5th - 21st December 2023**
- **GCSE Examinations: 9th May - 19th June 2024**
- **Contingency Days: 6th June (pm), 13th June (pm) and 26th June (all day) 2024**
- **Prom: 3rd July 2024 provisional (Drayton Manor)**
- **GCSE Results Day: 22nd August 2024**

Flashback to Y10 Work Experience Week 2023

5 Days

187 Students

155 Employers

An overwhelming amount
of positive feedback!

Thank You for your support



Y10 Work Experience Week 2023



She was happy to stay with our Year 3 class for the week and she certainly built up a good rapport with the students she sat with and helped during the week. We even had a parent of one of the children come into school to say what an impact she had made on their child and that they were very sad to see her go!

Streethay Primary School



My Year 2 teacher asked me on Tuesday evening if they could keep her forever, not a phrase I have heard before about a work experience pupil. If she was a little older I think we would train her up and employ her, as she has been a credit to your school.

Four Oaks Primary School

He's doing a better job than this lot I've got here. As soon as he's old enough, I'll be employing him!

Access Bookings Lichfield

Y10 Work Experience Week 2023

Your students have been an amazing help this week. Thank you from all the staff here at St Joseph's.

St Joseph's Lichfield

Had an amazing week, now wants to be an adult nurse!

University Hospital North Midlands

Doing very well and been a real asset to us this week. He has thrown himself into any job that we have asked him to do and completed tasks with gusto and enthusiasm. His time keeping has been good and he is a great communicator too. Just a shame that he's a Villa fan otherwise it would have been A++.

Jericho – The Reusers



Y10 Work Experience Week 2023



Really good basic knowledge of construction, good computing skills and had a go at AutoCAD. Can't praise him highly enough!

Level Electrical Engineering

Has been fantastic. Thinking of sacking one of my employees to employ her instead - she's doing fab!

Hyde Engineering Ltd



Doing a great job! Lovely girl, fitting in well, residents love her.

Beacon Park Village

We have thoroughly enjoyed having him. We all found him to be very polite, willing to learn all tasks given to him and has excelled in all. Well done, you should be very proud of yourself!

Harvest Fields Centre



Year 11 Careers

- Open Days
- Applications
- What if...?
- Anything else!
- Student drop-in sessions

careers@keslichfield.org.uk



December Trial Exams – which papers?:

- Art: trial exam work completed in lessons.
- **BTEC Performing Arts and BTEC Health & Social Care: lessons will be used for assessed assignment work.**
- Science: three exams, one per science (Biology, Physics, Chemistry), 1h45 for Triple 1h15m for Combined
- **Computer Science: 2x 1h30 papers**
- Design: 1x 1h30 paper
- **Food: 1x 1h45 paper**
- History: 1x 1h20 paper
- **Maths: 3x 1h30 paper (1 non-calculator)**
- Business: 1x 1h45 paper
- **Geography: 2 x 1h05 papers**
- Media: 1x 1h15 paper, 1x 1h45 paper (inc 30 mins watching time)
- **Music: 1x 1h15 paper**
- GCSE PE: 1x 1h30 paper, 1x 1h15 paper
- **Religious Studies: 2x 1h in one session**
- French / German:
Higher 45m listening then in one session 1h reading followed by 1h15 writing; Foundation 35m listening, then in one session 45m reading followed by 1h writing
- **English Language: 1x 1h45 paper**
- **English Literature: 1x 1h40 paper**

GCSE Sciences

- ▶ Every year 11 has one trial exam each for physics, chemistry and biology.
- ▶ Combined Scientists have 1 hour 15 minute and triple scientists have 1 hour 45 minute papers
- ▶ A scientific calculator, pen, pencil and ruler are required for all exams
- ▶ AQA is the exam board for all sciences. The combined course is called Trilogy.
- ▶ There are Foundation (grades 1-5) and Higher (grades 4–9) tiers for all science exams. Students will be told by their teacher which tier they are entered for. They can change after mocks and will be confirmed in February

Our Favourite revision websites:



Physics & Maths
tutor; flip cards and
practice questions



Seneca learning;
guided revision of
all topics



Isaac physics;
practice
calculations



Cognito; short
videos on all topics
plus extra quizzes



Kerboodle – official
textbooks, wordlists,
podcasts etc.

Y11 Maths – the Basics:

- **Follow AQA linear 8300 specification**
- **No coursework**
- **Three exam papers – P1 No calculator P2 and P3 calculators allowed.**
- **All exams 1 hour, 30 minutes.**

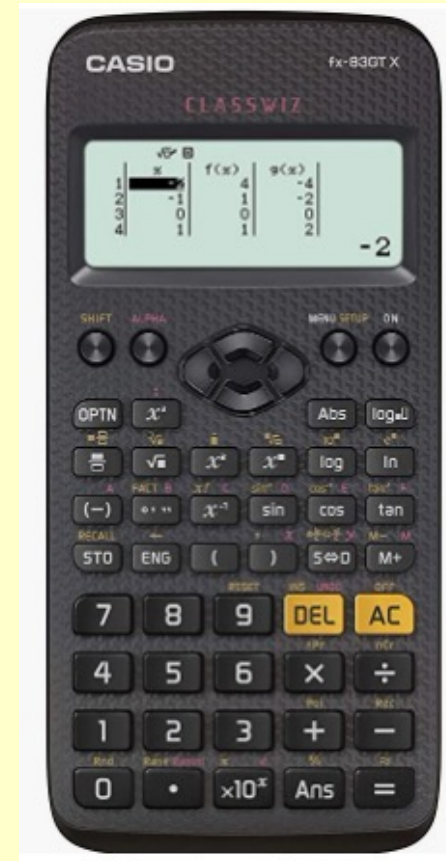
Maths essential equipment:

Scientific Calculator

Compass

Protractor

Ruler

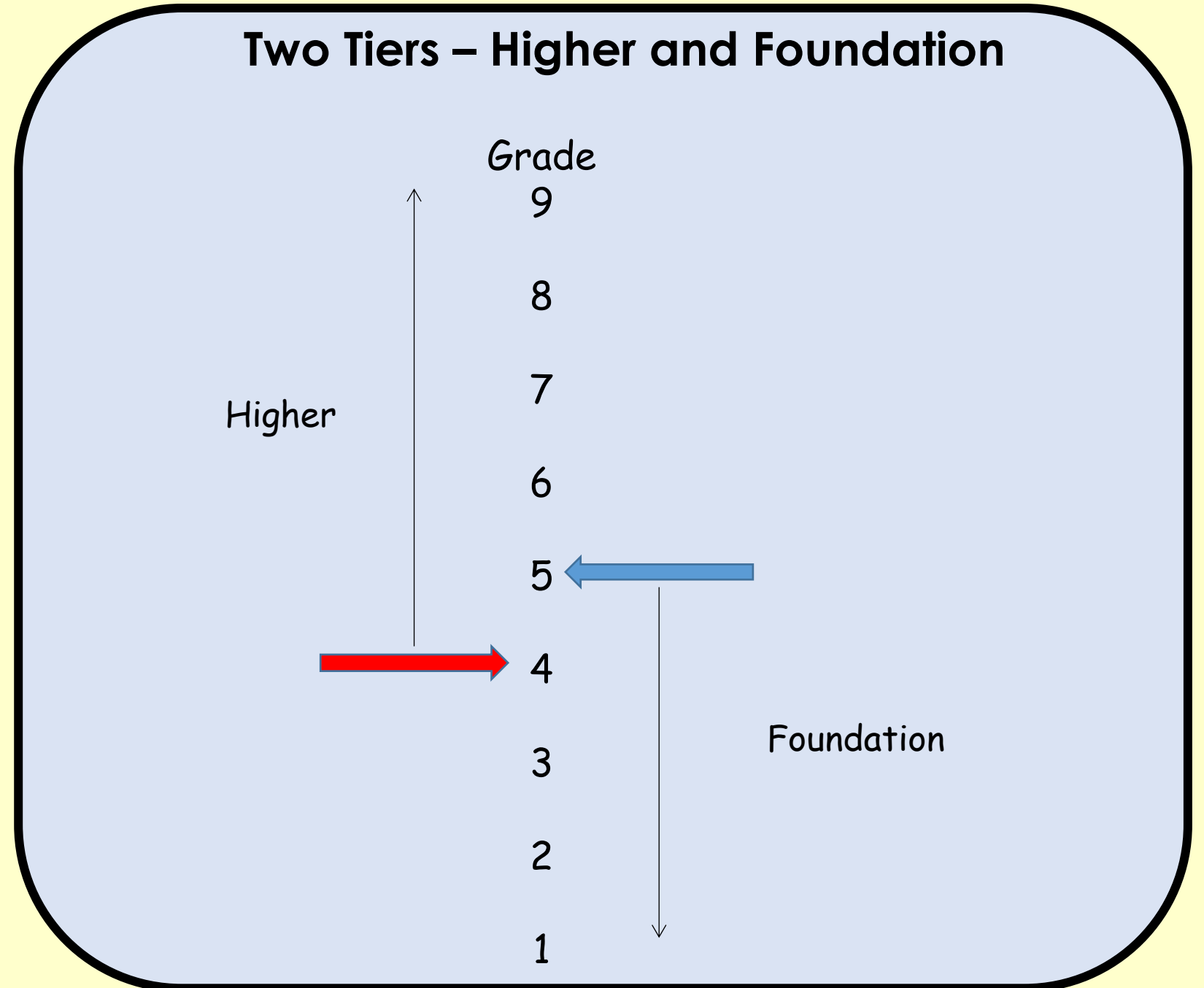


Two Tiers – Higher and Foundation

**Foundation –
Grades 1 – 5**

**Higher –
Grades 4 – 9**

**Final level of
entry to be
decided after
Mocks**



Revision Resources in School

- Past papers are available online and will be used as part of a revision schedule given to students in run up to exams
- Intervention sessions will be taking place in New Year
- Small group intervention already happening in some groups.

Please write clearly in block capitals.

Centre number Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

GCSE
MATHEMATICS **H**

Higher Tier Paper 2 Calculator

Paper 2 Preparation Time allowed: 1 hour 30 minutes

Materials
For this paper you must have: _____

Disclaimer: This paper has been created to assess topics that did not appear on paper 1

Resources that can be accessed outside of school:

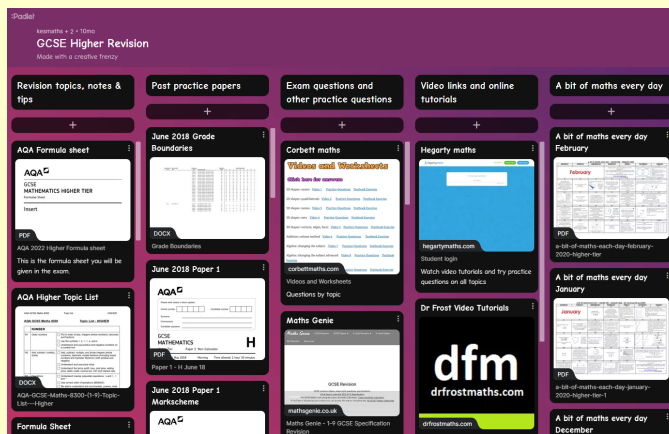
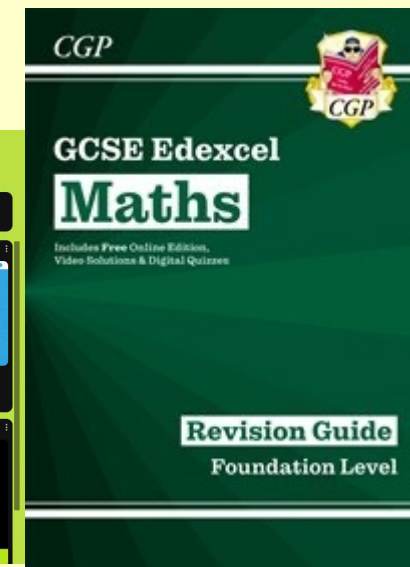
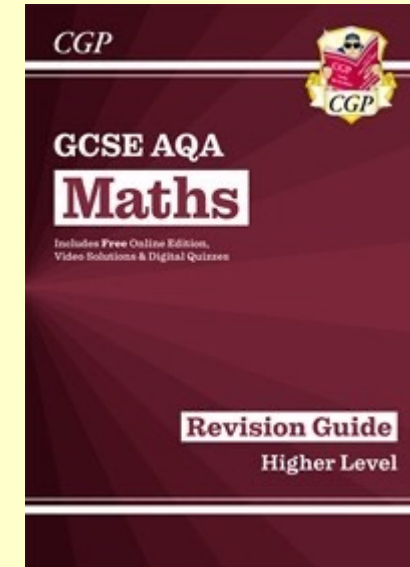
- Revision guides/workbooks: CGP are our preferred revision guide – AQA Linear
- Maths padlet – we have created two comprehensive GCSE padlets containing links to all suggested websites, past papers, mark schemes etc. These have been shared with students via Satchel – and linked here:

<https://padlet.com/kesmaths/z1k2whh2e9a7> Higher

<https://padlet.com/kesmaths/53ac3p2zdboo> Foundation

- AQA website – course specifications and past papers.

<https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/assessment-resources>



Resources that can be accessed outside of school:



- **Sparx can be used for revision as well as for student homework**
- **Students can complete ‘XP’ questions and ‘Independent learning’ which will test students on a range of topics on their GCSE course**

Revision

The best way to revise maths is to do maths!

Studies show the more the subjects were tested in the revision period, the better their performance.

Topic practice

- Test yourselves on topic questions
- Use worked answers and revision guide to fill in gaps and review areas you can't do

Exam practice

- Use past exam questions
- Use mark schemes and go back to topic practice for questions you didn't understand

English – An overview of the course

- ▶ Two GCSEs – English Language and English Literature.
- ▶ Both GCSEs are 100% linear exam courses.
- ▶ All exams are taken in Summer of Year 11.
- ▶ No foundation or higher option.
- ▶ Students will have regular assessments, which will prepare them for a different section of the exams.

English Language

▶ Two 1 hour 45 minute exams.

▶ Paper 1

Section A – reading. Students will read an extract from a novel and answer four questions on the text.

Section B – writing. Students will be asked them to produce either a piece of narrative or descriptive writing.

▶ Paper 2

Section A –reading. Students will have to read two non-fiction texts (one will be modern and one will be a 19th century text) and answer 4 question on them.

Section B – writing. Students will be asked to produce a piece of transactional writing: letters (formal and informal), reports, articles, leaflets, speeches, reviews.

Spoken language assessment

- ▶ Speaking and listening is now assessed through a spoken language presentation. This is usually a 3-5 minute presentation on a topic of the student's choice.
- ▶ This is teacher assessed and students are awarded a pass, merit or distinction.
- ▶ This does not contribute towards the overall GCSE mark. However, it is recorded on a student's GCSE certificate.

Revision strategies – English Language

- ▶ Read and summarise any text: non-fiction, short stories, extracts
- ▶ Pick out interesting vocabulary and explain the effect
- ▶ Annotate writing questions, identifying key elements of the question
- ▶ Mind-map and plan answers to written questions, thinking about the structure
- ▶ Revise how to answer each reading question type.
- ▶ Revise what the examiner will be assessing them on.
- ▶ Read through and revise exemplar responses.
- ▶ Revise their personal targets.
- ▶ Revise what the examiner will be assessing them on

English Literature

▶ Two exams

▶ Paper 1: 1 hour 45 minutes (40% of GCSE)

Section A – Shakespearean text (Romeo and Juliet or Macbeth)

Section B – A Victorian novel (Dr Jekyll and Mr Hyde or A Christmas Carol)

Each question will ask them to focus first on an extract from the text and then on their knowledge of the whole text.

▶ Paper 2: 2 hour 15 minutes (60% of GCSE)

Section A - Modern texts (An Inspector Calls)

Section B – Poetry Anthology: students will answer one comparative question. They will be given one named poem printed on the paper and have to compare it to one other poem from their chosen anthology cluster (they will not have the anthology in the exam).

Section C - Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Revision strategies – English Literature

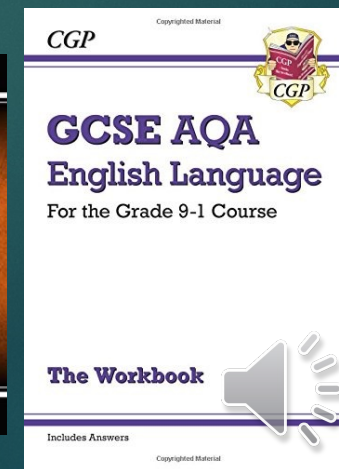
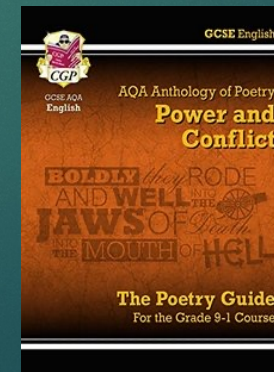
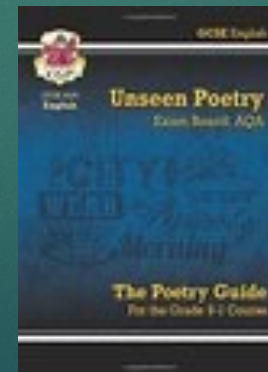
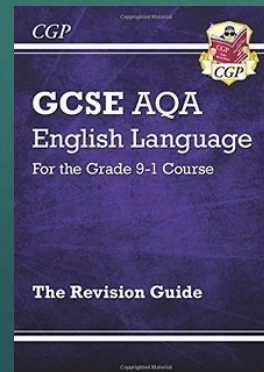
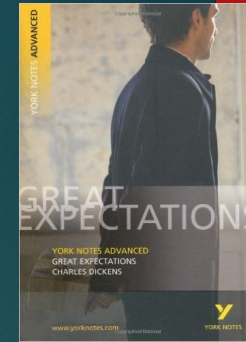
- ▶ Create a bank of key quotations: group them by theme, character, order in the text
- ▶ For each poem in the Power and Conflict collection identify which other poems it can compare to and why
- ▶ Annotate exam questions – what would the focus be? What would their opinion be?
- ▶ Plan exam questions – which quotations would they use?
- ▶ Revising the plots, themes and characters of the texts they have studied.
- ▶ Revising the social and historical context of the texts they've studied.
- ▶ Revising their own personal targets
- ▶ Revising the skills they need to use to answer the English Literature questions.

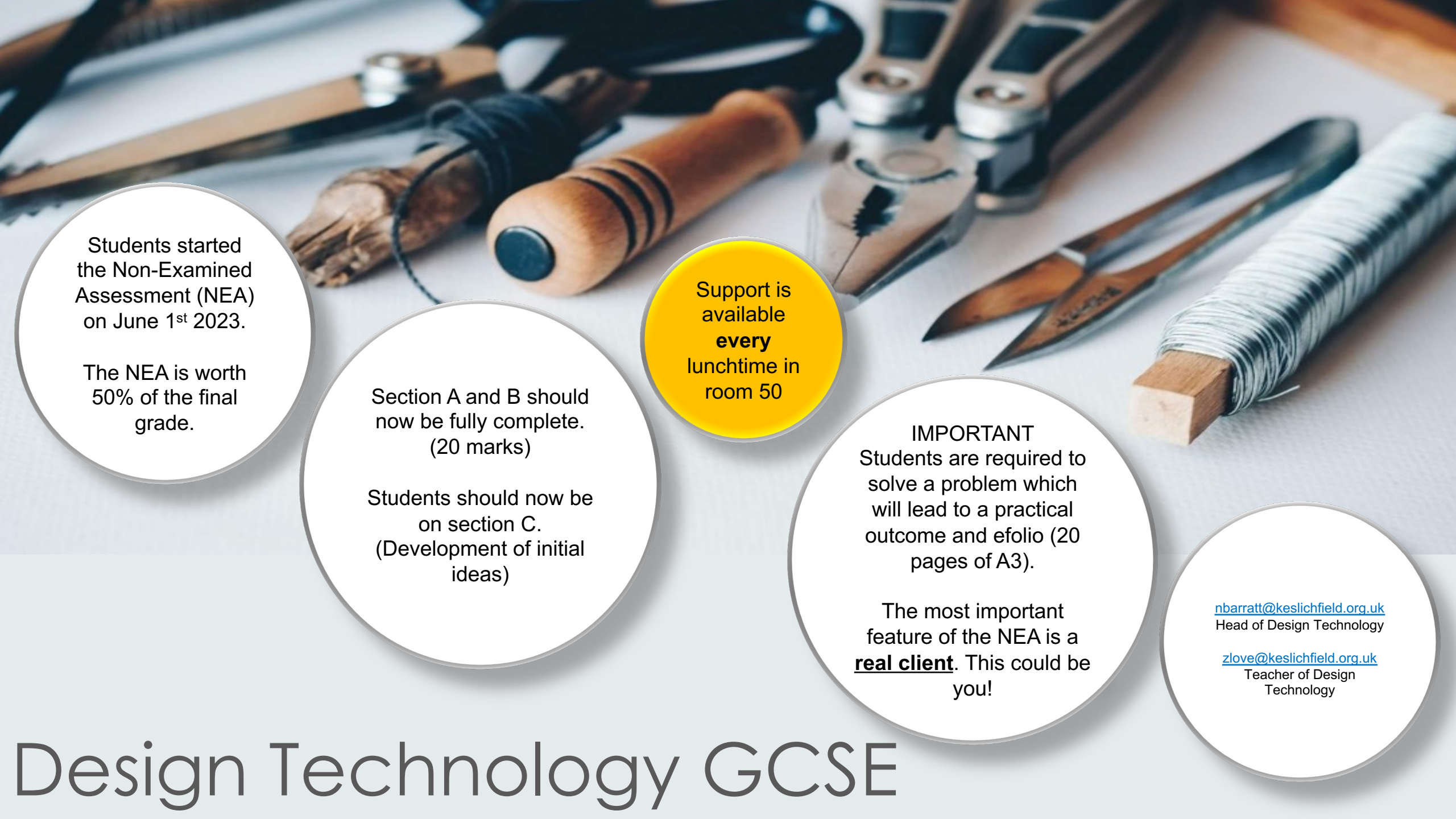
What you can do to help

- ▶ Talk about the course.
- ▶ Get them reading (novels, newspapers, non –fiction books) and talking about it.
- ▶ Encourage students to read through their own work to identify mistakes.
- ▶ Read the Literature set texts and discuss them with students.
- ▶ Provide access to media versions of the text.
- ▶ Keep in contact with us. If you have questions, queries or concerns please let us know.

Resources that can be accessed outside of school

- ▶ Revision guides/workbooks
York Notes/ CGP guides
- ▶ Websites - GCSE Bitesize, Podcast revision, shmoop for Literature.
- ▶ You Tube revision videos – Mr Bruff and more





Students started the Non-Examined Assessment (NEA) on June 1st 2023.

The NEA is worth 50% of the final grade.

Section A and B should now be fully complete. (20 marks)

Students should now be on section C. (Development of initial ideas)

Support is available **every** lunchtime in room 50

IMPORTANT
Students are required to solve a problem which will lead to a practical outcome and efolio (20 pages of A3).

The most important feature of the NEA is a **real client**. This could be you!

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Head of Design Technology

zlove@keslichfield.org.uk
Teacher of Design Technology

Design Technology GCSE

GCSE PE:

- **Mock practical moderation - Feb 24'**
- **Moderation of practical - One day between March - May - this is part of the examination process.**
- **Video evidence for sports not see in school (E.g. horse riding, skiing, dance etc), December (with the exception of skiing/snowboarding can be just after feb half term) - Please include all skills and performance in evidence from the exam board document (students have been directed to print these).**

BTEC Performing Arts

Students are learning extracts from scripts which will be performed in November. This is a real exam - not a mock.

Assessment is in 3 stages:

1. Practical rehearsal:

Students are assessed in every practical lesson and their rehearsals are videotaped as evidence.

2. Final performance:

This will take place on Wednesday 22nd and Thursday 24th November. P1-3

3. Written Log:

Students have to submit written evidence of their rehearsal progress in 3 logbooks.

Logbook 1 is due Wednesday 11th October

Logbook 2 is due 25th October

Logbook 3 is due 30th November

Why do Emotion Coaching?

Emotion Coaching is an Evidence-based Strategy based upon the work of John Gottman and colleagues

Children are better able to:

- control their impulses
- delay gratification
- self soothe when upset
- pay attention

Emotion Coached Children:

- ✓ Achieve more academically in school
- ✓ Are more popular
- ✓ Have fewer behavioural problems
- ✓ Have fewer infectious illnesses
- ✓ Are more emotionally stable
- ✓ Are more resilient

(Gottman et al., 1996)



We all have emotions and they are hardwired for our survival



Distress



Fear



Anger



Surprise



Disgust

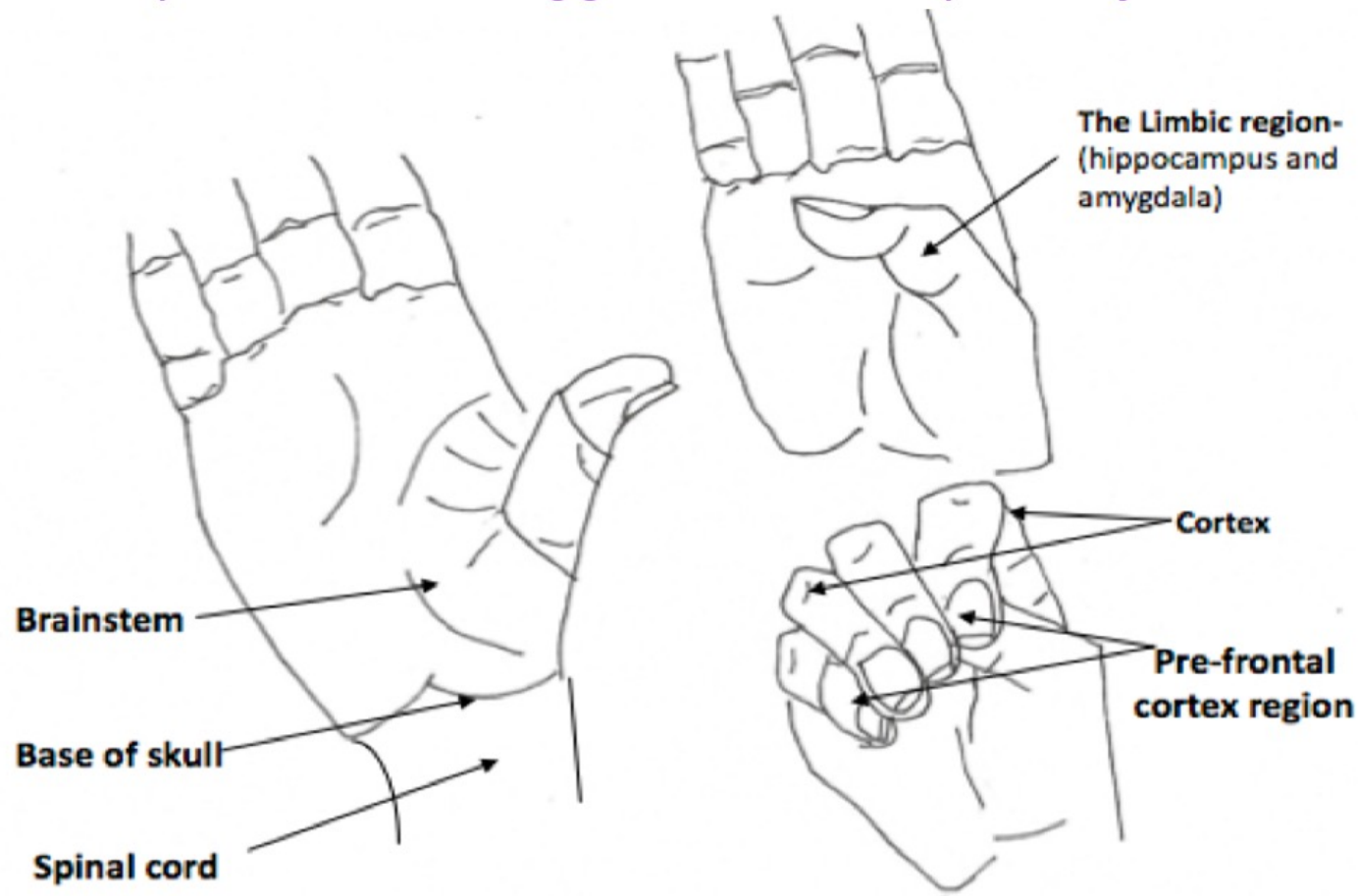


Joy
(Ekman, 2016)

Emotion Coaching works with the anatomy and physiology of brains to support the development of emotional regulation

Our hand-held brain

A simple model to suggest show the parts of the brain are connected and work together



Siegel, 2012

Illustrated by Christopher Walker

**The ‘Downstairs’ or
lower brain (e.g. Limbic
system)
and
‘Upstairs’ or higher brain
(e.g. Prefrontal lobes)
function**

Behaviours

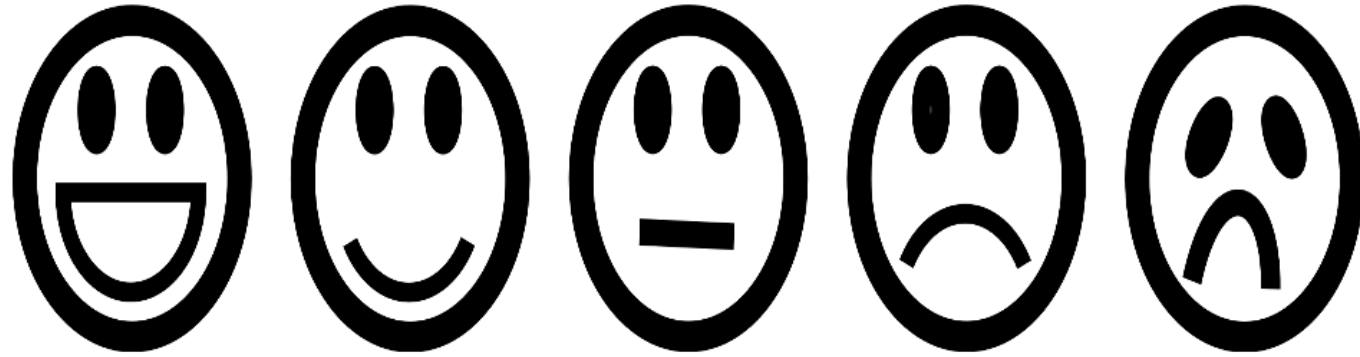
Behaviours are a communication of our *emotions*

Through our *relationships* with *others* we learn to understand our experiences and regulate our emotions

Relationships, Experiences and Environments matter to Learning



Adults' Different Styles in Dealing with Emotions



- Emotion Dismissing
- Emotion Disapproving
 - Laissez-Faire
- **Emotion Coaching**

Dismissing Style



- Despite good intentions (wants child to feel better) is uncomfortable, fearful, anxious, hurt, annoyed or overwhelmed with difficult emotions
- Wants difficult emotions to go away quickly
- Considers paying attention to emotions will make them worse & prolong them
- Tries to stop difficult emotions by reducing/ minimising/ making light of their importance/significance
 - e.g. *it's no big deal, don't worry about it, be a big girl, that's life, you'll be fine*
- Often motivated by need to rescue and make things better, fix the problem
 - e.g. *'have a biscuit', 'I'll buy a new one', 'you need to do this'*
- Focuses on getting rid of the emotion with logic or distraction rather than understanding the feelings

Disapproving Style

- Disapproves of difficult emotions – viewed as a sign of weakness, lack of control, unconstructive
- Lacks empathy, noticeably critical and intolerant
- Tries to get rid of difficult emotions via discipline, reprimand, punishment
- Focuses on the behaviour rather than the emotions generating the behaviour
- More likely to view strong emotional displays as a form of manipulation, lack of obedience, sign of bad character
- Often motivated by need to control and regain power and/or to ‘toughen up’ child



Laissez-Faire style

- Freely accepts all emotional expression from the children
- Offers comfort to the child experiencing difficult feelings.
- Offers little guidance on behaviour.
- Does not teach the child about emotions.
- Is permissive; does not set limits.
- Does not help children solve problems.
- Does not teach problem-solving methods to the child.
- Believes there is little you can do about strong, difficult emotions other than ride them out.
- Believes that managing difficult emotions is a matter of hydraulics: release the emotion and the work is done!



Effects of Dismissing, Disapproving and Laissez-faire styles of dealing with emotions

- Child learns '*what I am **feeling is not right, my assessment of the problem is wrong, I must not feel this way***'.
- Child does **not learn to trust own feelings** affecting decision-making.
- Not given **opportunities to experience** emotions and deal with them effectively so grow up unprepared for life's challenges.
- Not given opportunities to **self-regulate or problem-solve**.
- Can lead to **suppression of natural emotions**, less or lack of self-regulation, reliance on distraction to get rid of emotion.
- Generates **more negative feelings** - resentment, guilt, shame, anger.

Step 1: Recognising the child's feelings and empathising with them



Be a STAR



STOP - don't act or react straight away.



THINK - what is going on for the child right now? What feeling might lay underneath the behaviours I'm seeing?



ATTUNE - yourself with that feeling by putting yourself in the child's shoes and maybe



REFLECT - What would be an equivalent situation for you that could cause you to feel that way?

Step 2: Label and validate the feelings

- Use words to reflect back child's emotion and help child to label emotion
'I can see that you get angry when that happens. I would feel angry if my work had been lost. It's OK to feel like that'
- Simply observe – saying what you see rather than asking probing questions to which young people might not know answer
'I've noticed you're looking around at the others who are working on their projects. I wonder if you might be feeling nervous right now about whether your work will be ok.'
- Telling the child that you understand their emotional situation and that you don't blame (you are focussing on what they are feeling and not just on their behaviour) is believed to help sooth and calm.

Step 3: Setting Limits (if needed)

- State the boundary limits of acceptable behaviour (use positive limit setting)
- Make it clear certain behaviours cannot be accepted.
- ALWAYS retain child's self-dignity



'You're angry that I've taken away your phone... but these are the rules everyone has to follow ... I will keep it safe for you' (Rose, 2014)

Step 4: Problem Solving with the Child

When the child is calm and in a relaxed, rational state:

- Explore the feelings that give rise to the behaviour/problem/incident
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes
- Empower the pupil to believe s/he can overcome difficulties and manage feelings/behaviour.

“Can you think of a different way to deal with your feelings”

“I can help you to think of a different way to cope”

“Can you remember what we said before”



What is Emotion Coaching ?

EC helps children to *understand* the different *emotions* they experience, *why* they occur and *how* to handle them (Gottman and DeClaire, 1997)

- **Step 1**

Recognising the child's feelings and empathising with them

- **Step 2**

Validating the feelings and labelling them

- **Step 3**

Setting limits on behaviour (if needed)

- **Step 4**

Problem-solving with the child

- External Frameworks
- External regulation



Sanctions and Rewards

- Internal Frameworks
- Internal regulation



Emotion Coaching

Year 11 Parent's Information Evening 10/10/23



**Thank you for
attending tonight.**

**Please could you
take a moment to
share your
feedback.**