

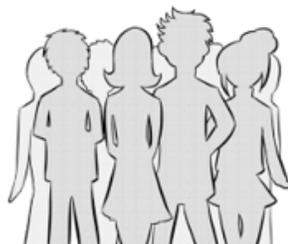
# Year 11 Parents' Information Evening 7<sup>th</sup> March 2024

## Aspirations

Information for parents and carers

PIXL  
partners in excellence

### Did you know?



Aspirations reflect teenagers' hopes or desires to reach a particular level of education or reach a career. Studies show that students with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations.

Research suggests that there is a correlation between teenage goals, aspirations and psychological wellbeing. Raising aspirations is also believed to incentivise improved attainment.

Further studies have shown that parents believe their child will find it harder to achieve their life goals than they did because there is more competition for job roles than they faced when they started their careers. According to research from the Education Endowment Foundation, most young people actually have high aspirations.

### What can you do?

Three  
Key  
Points



Talk to your child about their career, education or life aspirations. Be positive about what their hopes and dreams are and encourage them to start to be proactive in achieving them.

Try to raise your child's aspirations by highlighting new opportunities. Develop their self-esteem, motivation and expose them to role models to look up to. Inspire your child to be excited about their future and motivate them to pursue their dreams.

Young people who take part in family time or activities with their parents are more likely to continue these, achieve in education and seek out career opportunities. Arrange to do things with your child such as theatre trips, cultural activities, concerts, museums, hobbies or exercising.

enquiries@pixl.org.uk [www.pixl.org.uk](http://www.pixl.org.uk)

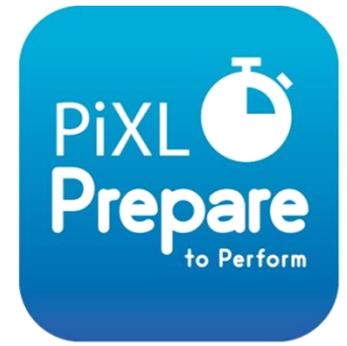
Our message to students based on our values:

Work hard  
Have integrity  
Be kind

‘Champions do not become champions when they win the event, but in the hours, weeks, months and years they spend **preparing** for it. The victorious performance itself is merely the demonstration of their **championship character.**’

Alan Armstrong

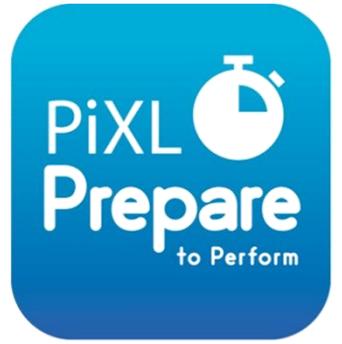
# How can you help your child and prepare them to perform?



1. Being a role model
2. Help them set goals
3. Keep them active
4. Healthy eating
5. Time out
6. Sleep patterns
7. Unplugging
8. Staying cool & calm
9. Belief
10. Be supportive

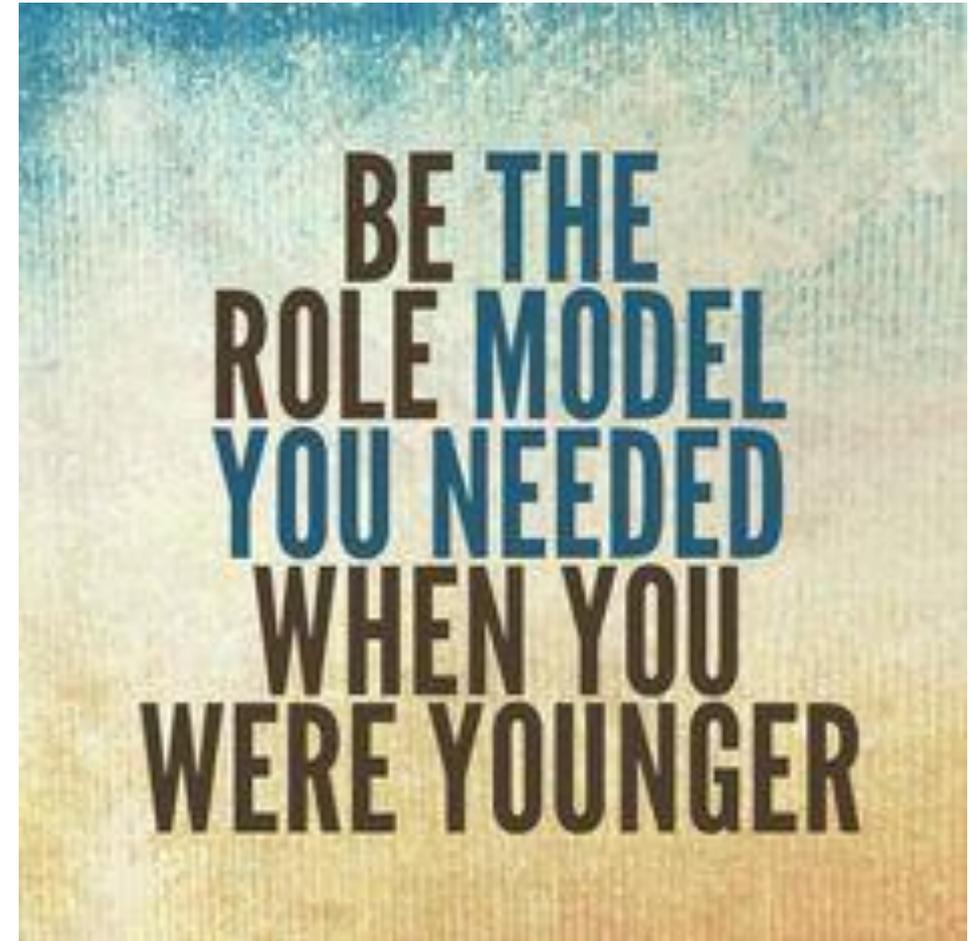
Each day you can support your child to make choices which can impact how they perform during the exam period

# 1. Being a role model



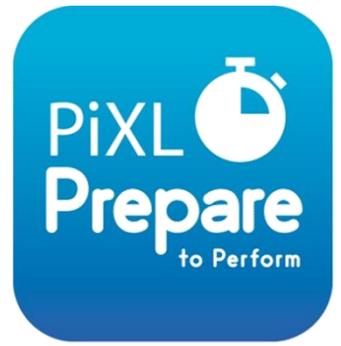
**Set a good example by modelling the behaviour you want your child to adopt...**

- Planning for the week
- Eating healthily and well
- Keeping hydrated
- Leading an active life
- Staying calm
- Being organised
- Good sleep habits

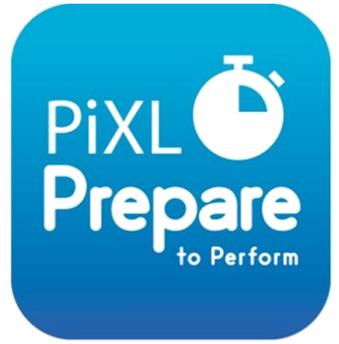


## 2. Goal Setting

- **Encourage** them to keep their goals visible – e.g. printed and displayed on their bedroom wall
- **Help focus** them and talk to them about their goals regularly
- Give **positive reinforcement**
- **Connect** with them about ‘**why**’ and ‘**what**’ they want to achieve



# 3. Keeping Active



- Encourage them to keep active on a daily basis
- Carry out exercise in manageable chunks e.g. 3 x 20 min sessions throughout the day
- Plan active things together on a weekend
- Go out for a walk together and get some fresh air
- Help them plan out their weekly exercise schedule in advance
- After exercise your brain functions well, so encourage a revision session afterwards

60  
minutes  
per day

## 4. Healthy Eating

We must fuel our bodies in the best way we can to:

- **energise** our bodies and minds
- improve our **alertness** and ability to respond to whatever is thrown at us
- **sustain** us through revision, examinations and everything else life brings our way
- **perform** to the very best level we can.

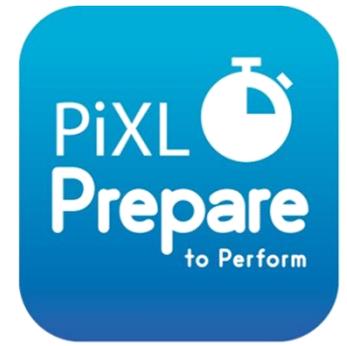
## 4. Healthy Eating

It may seem a simple and small tweak to make, but if we make the wrong decisions about our nutrition, we may:

- feel sluggish and lack energy
- have lower levels of concentration
- respond less effectively to situations that arise
- burn out.

# 4. Healthy Eating

- Plan your family meals for the week – breakfast, snacks, lunches and evening meals
- Carry out a weekly food shop and make sure you write a list
- Aim to eat clean, fresh and healthy foods
- Have a couple of ‘treat’ meals / or meals out per week
- Encourage them to eat breakfast everyday



# Nutrition: Power to Perform – Re-hydrate

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Dehydration can cause our brains to shut down and therefore not work as efficiently. It can also cause headaches.

We should aim to drink at least 2 litres of water every day to help us think faster, remain focused and ensure our brains have enough energy to function.

# Power to Perform – Re-think brain blockers

Foods to avoid:

- foods made with white flour which require extra time and energy to digest
- foods that are high in refined sugar that will lead to energy highs and crashes
- sugary and fizzy energy drinks and limit caffeine as these can increase nervousness
- turkey because it contains L-tryptophan, an amino acid that makes you feel sleepy
- heavy carbohydrate meals that can make you feel sluggish
- foods that you haven't tried before.

# 4. Healthy Eating



Eating the right food and drink can energise your system, improve alertness and sustain your child through the long exams

## A BALANCING ACT

Keep your sugar levels under control.

**Carbohydrates** Macro Cheat Sheet

<b>Carbohydrates</b>	<b>Proteins</b>	<b>Fats</b>
Breads Rice Couscous Cereals Bran Potatoes Pasta Oats Cream of Wheat Corn English Muffins Pancakes Whole Wheat/ Whole Grains Vegetables Squash Pumpkin Berries Fruits Sugars	Beans Sprouted Grains Quinoa Most Yogurts Skim Milk Peas Chicken Turkey Egg Whites Fish Buffalo Bison Whey Protein Turkey Bacon Lean Beef Low/Non-fat cottage cheese Low/Non-fat greek yogurt	Eggs Salmon Bacon Chia Seeds Cottage Cheese Whole Fat Milk Duck Whole-Fat Yogurt Acocado Nut Butters Egg Yolks Nuts Oils Olives Flaxseed

## MIGHTY MAGNESIUM

Magnesium is involved in over 1000 enzymatic reactions in the body. It's vitally important in providing our cells with energy

- Green vegetables
- Nuts
- Pulses
- Fish
- Bananas

## UP THE B'S & OMEGA 3'S

B vitamins are directly involved in creating energy at a cellular level & will give you an energy boost

- Green vegetables
- Asparagus / Spinach
- Broccoli
- Yoghurt
- Chicken / Salmon
- Whole Grains / Brown rice
- Almonds / Pecans
- Eggs

# Power to Perform – Macro-nutrients

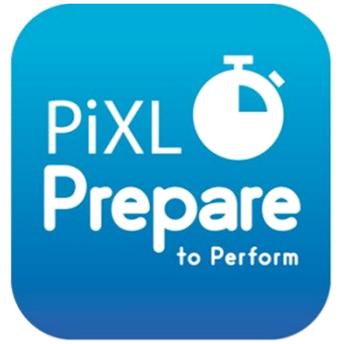
On exam days, try to make sure that your diet has a combination of protein, fat and carbohydrates at every meal.

You need foods containing protein to provide amino acids that create dopamine and norepinephrine chemicals which help increase how alert, attentive and energetic you are.

You need fats to help keep you full for longer and to help stabilise your blood sugar levels.

You also need complex carbohydrates to turn into glucose to fuel your brain, as well as to create serotonin to help you remain calm and help foster a positive mindset.

## 5. Time Out



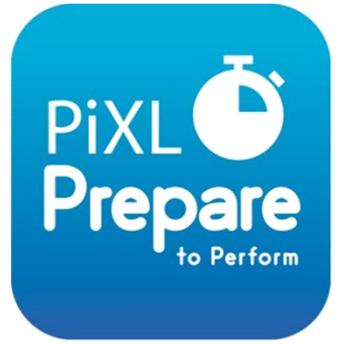
Encourage them to build in opportunities to take some time out every week, away from study. For example:

- Going out for food
- Seeing friends
- Having a bath
- Listening to music
- Reading a book
- Doing a hobby
- Going shopping
- Going to the cinema

**TAKING TIME OUT**

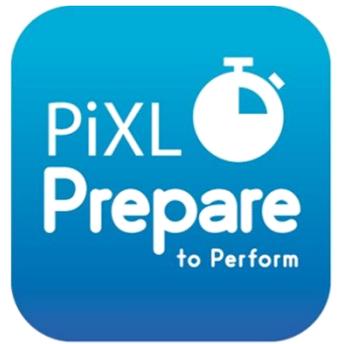
IS AS IMPORTANT AS PUTTING TIME IN

# 6. Sleep Patterns



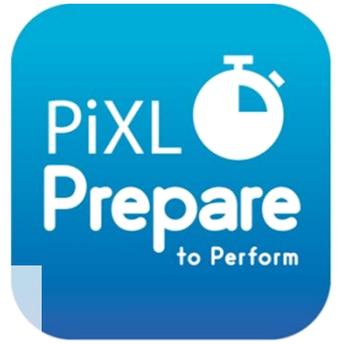
- Young people need between 8 – 9 hours sleep per night
- Help your child create a relaxing evening routine
- Make sure they don't eat too late at night
- Avoid giving them caffeine or sugary drinks late at night
- Make sure they don't work or revise too late before going to bed
- Encourage them to switch off from social media / technology at least an hour before bedtime

# 7. Unplugging



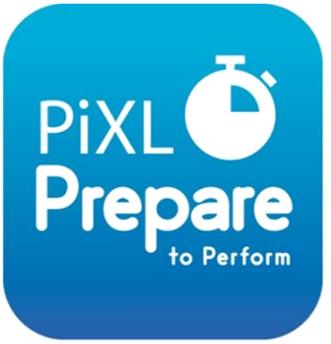
- ✓ Encourage them to unplug from technology everyday
- ✓ Help them switch off from technology at least 30 mins- 1 hr before going to sleep
- ✓ Support your child to appreciate the world around them rather than being governed by their phone
- ✓ Make sure they put their phone away, & on silent, while they are concentrating on tasks / revision / homework
- ✓ Help them learn to have the control to not be obsessed with their phone
- ✓ Choose some time each day/week to switch off and unplug from technology with them

# 8. Staying Cool & Calm

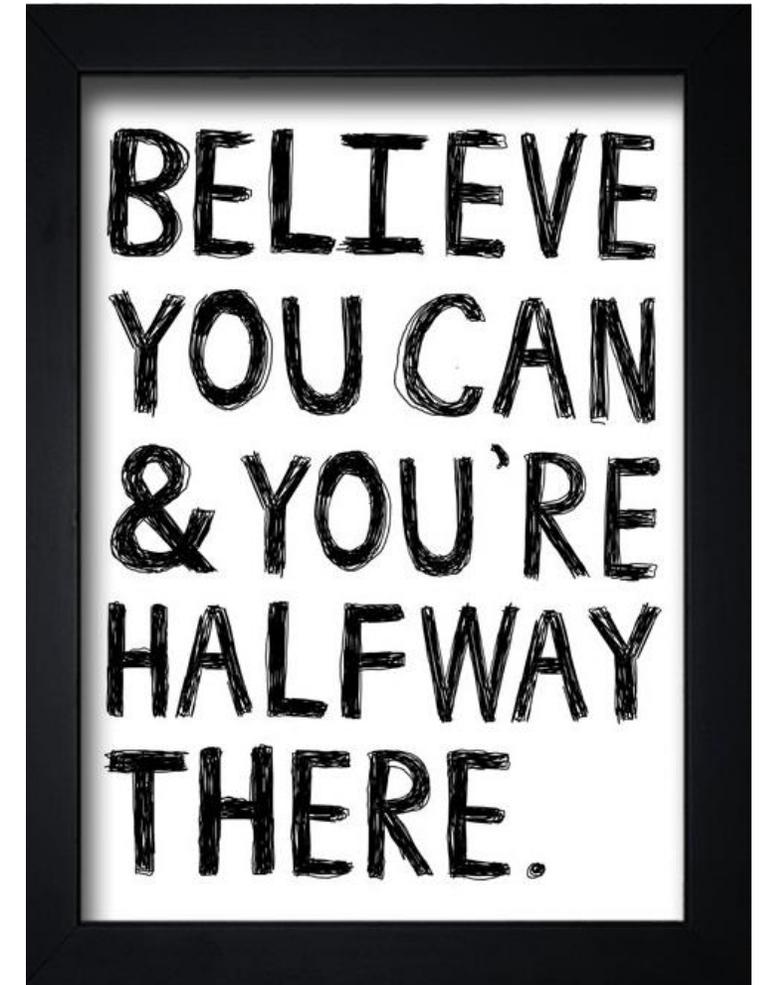


- Set a good example by staying calm yourself
- Create a relaxing environment for your child
- Help them plan out coping strategies to deal with their stress
- Give them positive distractions away from studying
- Help them understand their stress & to focus on controlling the controllables
- Promote a balance of their academic studies & other activities during the week

# 9. Belief



- Give them positive reinforcement
- Boost their confidence daily
- Celebrate any successes and reward them e.g. if they have achieved their mini-goals
- Try not to set your expectations too high
- Show them how proud of them you are
- Highlight things to make them feel good
- Give them the belief in themselves to help them achieve



# 10. Be Supportive



- Be a good listener
- Be approachable
- Encourage them to take breaks in between revision
- Show some understanding of what they are going through
- Help them deal with their emotions & feelings
- Offer caring advice
- Just be there for them!

DREAM  
BELIEVE  
ACHIEVE

# 10 ways to help your child prepare for the exams



1. Being a role model
2. Help them set goals
3. Keep them active
4. Healthy eating
5. Time out
6. Sleep patterns
7. Unplugging
8. Staying cool & calm
9. Belief
10. Be supportive



# Maths GCSE Parental support

7<sup>th</sup> March 2024

# Exam dates

**Know the dates:**

- **Paper 1 – Thursday 16<sup>th</sup> May – Non-calculator**
- **Paper 2 – Monday 3<sup>rd</sup> June – Calculator**
- **Paper 3 – Monday 10<sup>th</sup> June – Calculator**

# Tier Checklists

• chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/teaching-and-learning-materials/gcse-maths-revision-checklist-higher.pdf

• chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/teaching-and-learning-materials/gcse-maths-revision-checklist-foundation.pdf

These will be going out to students following their Mock Exam feedback.

## GCSE Maths Revision Checklist - Higher

Unit	Unit / Topic	Complete
1	<b>Calculations, checking and rounding</b> Four operations with decimals and whole numbers Use one calculation to find the answer to another Product rule Rounding & estimation	
	<b>Indices, roots, reciprocals and hierarchy of operations</b> Use index notation including fractional and negative powers Order of operations	
	<b>Factors, multiples and primes</b> Identify factors, multiples and prime numbers Find prime factorisation of a number (& write in index form) Find common factors & highest common factors Find LCM of two (or three) numbers	
	<b>Standard form and surds</b> Index laws to simplify & calculate the value of an expression Convert between ordinary numbers and standard form Work with the four operations in standard form Use a calculator with indices and standard form Simplify surd expressions	
2	<b>Algebra: the basics</b> Write an expression Collect like terms Simplify expressions Use index laws Expand single & double brackets Factorise single brackets Factorise quadratic expressions Factorise quadratic expressions using difference of two squares	
	<b>Setting up, rearranging and solving equations</b> Set up expressions and equations Substitute into expressions, equations and formulae Solve linear equations and inequalities Change the subject of a formula Iteration	
3	<b>Sequences</b> Continue sequences inc from pictures Find the nth term Use nth term rule to generate or continue a sequence Find the nth term of a quadratic sequence	

Unit	Unit / Topic	Complete
4	<b>Fractions</b> Equivalent fractions including simplifying & comparing Express one amount as a fraction of another Convert between mixed numbers and improper fractions Four operations using fractions Find a fraction of an amount Convert between recurring decimals to fractions and vice versa	
	<b>Percentages</b> Use fraction to decimal conversions Recognise terminating & recurring decimals Convert between fractions, decimals & percentages Order & compare fractions, decimals & percentages Write one amount as a percentage of another Calculate percentage of an amount Calculate percentage increase/decrease Use decimals to find quantities (multiplier methods) Increase / decrease an amount by a percentage Reverse percentages	
5	<b>Ratio and proportion</b> Write ratios in their simplest form (including in context) Share a quantity in a given ratio (including 3-part ratios) Use a ratio to find one quantity when another is known Compare ratios Write ratio in the form 1:n or n:1 Write a ratio as a fraction and vice versa Write a ratio as a linear function Use direct & inverse proportion (and recognise graphically) Recipes Currency conversions	
	<b>Polygons, angles and parallel lines</b> Measure and draw lines, angles, 2D & 3D shapes Identify and name 2D shapes and their properties Identify parallel and perpendicular lines Use angle facts - around a point, straight line, vertically opposite etc Use angle properties of parallel lines Use sum of interior angles for irregular & regular polygons Use sum of exterior angles for regular polygons Use the side/angle properties of compound shapes made up of triangles, lines and quadrilaterals	

## GCSE Maths Revision Checklist - Foundation

Unit	Unit / Topic	Complete
1	<b>Integers and place value</b> Types of number Use and order positive and negative numbers Use inequality symbols Four operations using positive and negative numbers Round numbers to nearest 10, 100, 1000 and use rounding for estimation	
	<b>Decimals</b> Use decimals and place value Compare and order decimal numbers Four operations using decimal numbers Round to nearest whole number, decimal place & significant figures Use one calculation to check another	
	<b>Indices, powers and roots</b> Find squares and cubes Use index notation including negative powers Use laws of indices to multiply and divide numbers in index form Order of operations including powers and brackets Use of calculator	
	<b>Factors, multiples and primes</b> Identify factors, multiples and prime numbers Find prime factorisation of a number (& write in index form) Find common factors & highest common factor Find LCM of two (or three) numbers	
2	<b>Algebra: the basics</b> Write an expression Collect like terms Simplify expressions Use index laws	
	<b>Expanding and factorising single brackets</b>	

Unit	Unit / Topic	Complete
4	<b>Fractions</b> Equivalent fractions including simplifying & comparing Express one amount as a fraction of another Convert between mixed numbers and improper fractions Four operations using fractions Find a fraction of an amount	
	<b>Fractions, decimals and percentages</b> Use fraction to decimal conversions Recognise terminating & recurring decimals	
5	<b>Percentages</b> Convert between fractions, decimals & percentages Order & compare fractions, decimals & percentages Write one amount as a percentage of another Calculate percentage of an amount Calculate percentage increase/decrease Use decimals to find quantities (multiplier methods) Increase / decrease an amount by a percentage	
	<b>Equations</b> Use function machines Solve equations (inc brackets and unknowns on both sides) Rearrange simple equations Set up & solve equations to solve problems	
3	<b>Inequalities</b> On a number line Listing numbers that satisfy an inequality Solving inequalities and show the solution on a number line Error intervals due to rounding & truncation	
	<b>Sequences</b> Continue sequences inc from pictures Find the nth term	

# What can you DO as parents?

- **Ensure your child attends the Power Hour sessions every Thursday after school**
- **Have your child complete the Checklist to RAG the topics in their tier. This will help them then plan their revision and focus on the areas that they are weaker in. They should also use their QLA (Question Level Analysis) documents from their Feb/March Mocks.**
- **Encourage your child to attend the holiday & Saturday revision**
- **Quiz students on the formulae that they will have on their Formulae Sheet and the ones that they will need to know that aren't on the sheet. The formulae sheet can be found here:**
- **Attend our Free of Charge 1 hour Maths workshop for Parents, date to be confirmed**

# What can you DO as parents?

- For students to get better at Maths, they need to do Maths.
- Main websites that we give students to support their revision are:
  - [Corbettmaths.com](https://www.corbettmaths.com)
  - [Mathsgenie.com](https://www.mathsgenie.com)
  - [Sparxmaths.com](https://www.sparxmaths.com)



Corbettmaths

Maths Genie GCSE Revision GCSE Papers A Level Revision A Level Papers KS2 Revision Resources

Welcome Videos and Worksheets Primary 5-a-day More

GCSE Revision

100 Days to Go

Higher

Ultimate Revision

Edexcel Revision

Foundation

Ultimate Revision

Edexcel Revision

GCSE Revision

Search for topics...

Grade 1

Videos	Exam Questions	Exam Questions Booklet
<a href="#">Addition and Subtraction</a>	<a href="#">Exam Questions</a>	<a href="#">Addition and Subtraction</a>
<a href="#">Multiplication and Division</a>	<a href="#">Exam Questions</a>	<a href="#">Multiplication and Division</a>
<a href="#">Time</a>	<a href="#">Exam Questions</a>	<a href="#">Time</a>
<a href="#">Writing, Simplifying and Ordering Fractions</a>	<a href="#">Exam Questions</a>	<a href="#">Writing, Simplifying and Ordering Fractions</a>
<a href="#">Place Value</a>	<a href="#">Exam Questions</a>	<a href="#">Place Value</a>

## Independent Learning

Find topics

My activity

Search for topics:

Your curriculum:

Default level:

Enter topic name or code

GCSE

Level 3

Select a topic:

Number



Algebra



Ratio and Proportion



Geometry



Probability



Statistics



## **How can parents support their child with English Language?**

- Encourage revision for English Language: many students are unsure how to revise for English Language.
- Encourage your child to transfer the information from the revision guidance we provide to support their development.
- Ask how they respond to each question – your child should know this!
- Ask your child about the significance of method and effect, the keywords for evaluation and how to summarise a text.
- Ask your child about their scenarios and test them on how well they can remember them.
- Encourage your child to read at home and ask them questions about their understanding.

## **How can parents support their child for English Literature?**

- Encourage your child to transfer the information from the revision guidance we provide to support their development.
- Ask how they respond to each question – your child should know this!
- Ask your child about the plot, characters and themes for each of the three Literature texts.
- Encourage your child to re-read the texts at home and ask them questions about their understanding.
- Encourage your child to watch the film productions for each of the three texts.
- Encourage your child to use GCSEPod, Seneca and study guides to develop understanding of each of the three texts.

# Support your child in Science by promoting these student tips for success:

- Work hard in lessons and ask for help when needed.
- Complete the **Seneca tasks** by the **deadline**.
- Practice exam questions.
- Learn the 'working scientifically' vocabulary and be able to apply it to unknown practicals.
- Be ready to apply your 'mathematical skills' in Science exams too!
- Access other revision resources on **OneNote** to support learning.

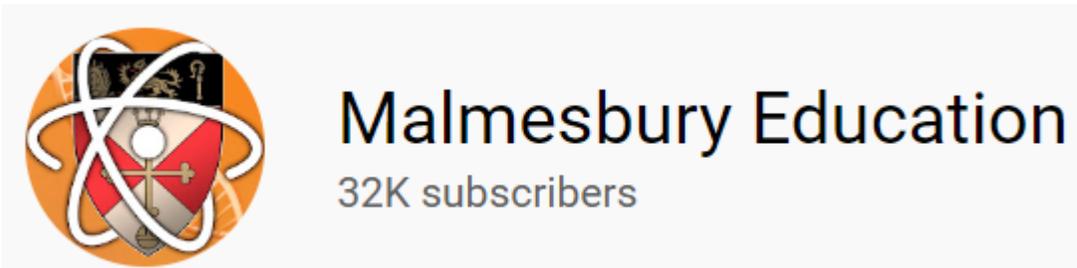
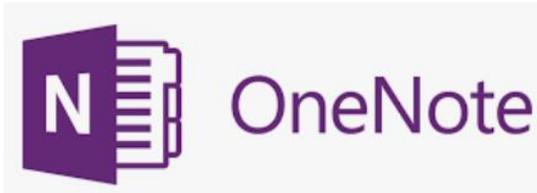
# Mathematical Skills needed for Science

<b>1</b>	<b>Arithmetic and numerical computation</b>
a	Recognise and use expressions in decimal form
b	Recognise and use expressions in standard form
c	Use ratios, fractions and percentages
d	Make estimates of the results of simple calculations
<b>2</b>	<b>Handling data</b>
a	Use an appropriate number of significant figures
b	Find arithmetic means
c	Construct and interpret frequency tables and diagrams, bar charts and histograms
d	Understand the principles of sampling as applied to scientific data (biology questions only)
e	Understand simple probability (biology questions only)
f	Understand the terms mean, mode and median
g	Use a scatter diagram to identify a correlation between two variables (biology and physics questions only)
h	Make order of magnitude calculations

<b>3</b>	<b>Algebra</b>
a	Understand and use the symbols: =, <, <<, >>, >, $\propto$ , ~
b	Change the subject of an equation
c	Substitute numerical values into algebraic equations using appropriate units for physical quantities (chemistry and physics questions only)
d	Solve simple algebraic equations (biology and physics questions only)
<b>4</b>	<b>Graphs</b>
a	Translate information between graphical and numeric form
b	Understand that $y = mx + c$ represents a linear relationship
c	Plot two variables from experimental or other data
d	Determine the slope and intercept of a linear graph
e	Draw and use the slope of a tangent to a curve as a measure of rate of change (chemistry and physics questions only)
f	Understand the physical significance of area between a curve and the x-axis and measure it by counting squares as appropriate (physics questions only)
<b>5</b>	<b>Geometry and trigonometry</b>
a	Use angular measures in degrees (physics questions only)
b	Visualise and represent 2D and 3D forms including two dimensional representations of 3D objects (chemistry and physics questions only)
c	Calculate areas of triangles and rectangles, surface areas and volumes of cubes

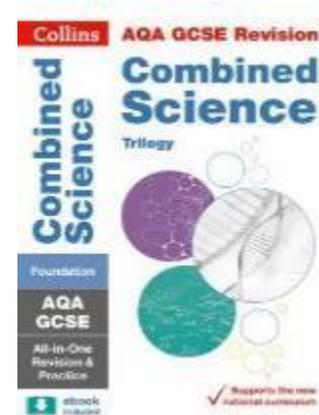
# Revision Resources

Click on the images below to go to the website:

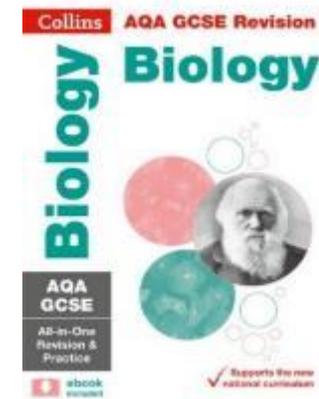


These revision guides can be purchased on Parent Pay:

**Combined Science** (Higher or Foundation)



**Separate Science**



# Effective revision

The screenshot displays a learning management system interface. On the left is a vertical navigation menu with icons and labels for Home, Teach, Assess, Manage, Engage, and Reports. The main content area features a video player with the title "Retrieval Practice: The Art of Recalling Information Stored in Your Memory". On the right, a sidebar contains a "Study Smart" section with a lightbulb icon and the text "Study Smart 1 Titles - 6 Pods". Below this, a list of video titles is shown, each with a play button icon and a duration indicator.

Home

Teach

Assess

Manage

Engage

Reports

Study Smart

Study Smart 1 Titles - 6 Pods

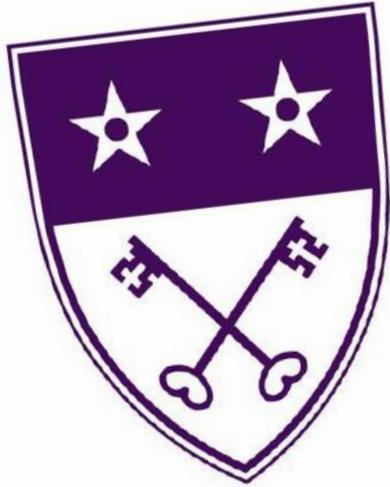
Study Smart - 6 Pods

Retrieval Practice  
00:02 / 03:07

GCSEPod and Retrieval Practice  
00:02 / 02:44

Spaced Practice  
02:20 / 02:20

GCSEPod and Spaced Practice  
00:04 / 03:37



## Revision Guidance

How to revise for your summer exams!

1

Hi all,

This guide will support you with your revision ahead of the summer exams.

You will find the following in this guide:

1. How to revise effectively
2. Techniques for effective revision
3. The importance of reading
4. Suggested template for revision timetables

Revision is not just watching a video or reading your notes or a revision guide. Revision must be active and creative for it to be effective.

Read your notes or read information in a revision guide or watch a video on your chosen topic and complete one of the suggested techniques. This is revision!

All the best,  
Mr Hemmings

### Revision resources/links



Pearson Revise Online:  
<https://reviseonline.pearson.com/>



<https://senecalearning.com/en-GB/>



<https://members.gcsepod.com/login/>



<https://app.bedrocklearning.org/>

Watch these GCSEPods to learn more about effective revision:

Retrieval practice:  
<https://members.gcsepod.com/shared/podcasts/chapter/79860>

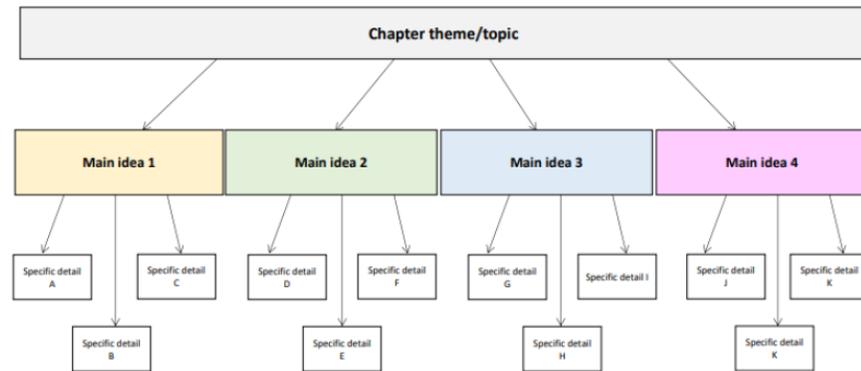
Spaced practice:  
<https://members.gcsepod.com/shared/podcasts/chapter/79862>

Interleaving:  
<https://members.gcsepod.com/shared/podcasts/chapter/79864>

To access these sites, log on with Office 365 and use your school login details.

For GCSEPod, you would've set up your login details. If you cannot remember these, follow the 'forgotten my login details' link. If you haven't set up an account, follow the 'New to GCSEPod' link instead and set up an account with your school email address.

We know there is a direct correlation between vocabulary, reading ability and academic achievement. Use Bedrock to develop your vocabulary; this will support you in all of your subjects!



### Being smart when using flashcards

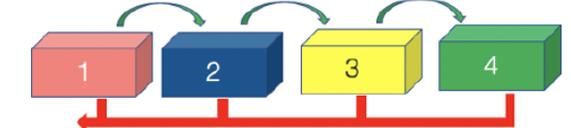
1. Use **Spaced repetition** - review your cards at specific, increasing intervals: for example, on Day 1, Day 2, Day 4, Day 8 and so on. Spaced repetition works because it activates your long-term memory, while leaving small breaks in between studying uses your short-term memory.
2. Make sure you have a **'thinking pause'** after picking the card up and reading the question, then turn it over to read the information.
3. Once you get an answer right using your flashcard - **DO NOT DISCARD IT!** You need to keep **repeating the question** even if you get it right multiple times - otherwise it will fall off your memory.
4. As well as retrieving your knowledge, **try writing the answer or definition in your own words and giving examples**. This will help your learning and recall.
5. Try **'interleaving'**. Once you have several decks of flashcards for different subjects and topics, try mixing them up. This will test your knowledge across subjects in a single session. Make sure **you are confident** enough to do this every so often.

### Using a system to revise with flashcards

The **Leitner system** is a well-known and very effective method of using flashcards. It's a form of **spaced repetition** that help you study the cards you don't know more often than the cards you already know well.

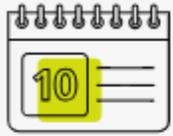
### Leitner System - The Method

All flash cards start off in Box/Stack 1. As you review the cards, each card you answer correctly goes into Box 2. If you give the wrong answer the card stays in box 1. When you review cards in Box 2, if you still get it right you move the card to box 3 and so on until all cards are in Box 4. If you get a card wrong in any box, it goes back to Box 1.



frequently than the  
Box 1.  
every 3 days. Box 4:

# Resources



[View Revision Planner](#)



[Add Subjects](#)

## Your GCSE Subjects

AQA

GCSE  
**English Language**

Pearson Edexcel

GCSE  
**Mathematics Foundation**

Pearson Edexcel

GCSE  
**Mathematics Higher**

AQA

GCSE  
**Biology Foundation**

AQA

GCSE

AQA

GCSE

AQA

GCSE

Pearson Edexcel

GCSE  
**History: Anglo-Saxons and  
Norman England**

[Message us](#)

What we are offering (more details in the coming weeks):

## **Power Hour**

- Returns next week
- Runs until the start of May

## **Power Revision**

- Easter revision
- Saturday revision
- May half term revision

# Jack Hunt School 6<sup>th</sup> Form

- 240 Jack Hunt School applications and 110 External applications!
- Interview process – places being offered – email and letter
- If Jack Hunt School students get the grades, they will get a place!
- Students can change subjects – email Mr Perkins
- Results Day!
- Induction – Monday 8<sup>th</sup> and Tuesday 9<sup>th</sup> July
- Pathway 1 – 3 Academic A Levels – a minimum of 5 Grade 5 GCSE's including English and Maths at Grade 4 or above.
- Pathway 2 – a combination of Academic A Levels and Vocational courses – a minimum of 3 Grade 5 GCSE's including English and Maths at Grade 4 or above
- Pathway 3 – 3 Vocational A Levels – a minimum of 6 Grade 4 GCSE's including English and Maths at Grade 4 or above.
- Average Point Scores – every Grade counts!

Y11 Leavers' Assembly  
Fri 21<sup>st</sup> June

Prom  
Fri 5<sup>th</sup> July

‘Champions do not become champions when they win the event, but in the hours, weeks, months and ~~years~~ they spend **preparing** for it. The victorious performance itself is merely the demonstration of their **championship character.**’

Alan Armstrong