



UXBRIDGE
HIGH SCHOOL

UHS - Year 11 Parent Handbook

Gold standard for all

Supporting our learners at home for their GCSE exams
Year 11 Exam Preparation Evening, 2026-27

Proud to make success happen

Uxbridge High School, The Greenway, Uxbridge UB8 2PR



Welcome

Thank you for joining us for the Year 11 Exam Preparation Evening. Alan King, Vice Principal, welcomes you and opens the evening.

Success is the sum of small efforts, repeated day in and day out.

Our theme this evening: gold standard for all

The Final Push

Tonight's sessions are led by our subject experts: the English, Maths and Science departments, and the Geography, History and Languages departments.

Our promise to Year 11

As a school, we are committed to providing Year 11 students with the guidance, support and encouragement they need to succeed in their GCSE examinations. We aim to create a positive and supportive environment where every student feels valued, motivated and confident in their ability to achieve their full potential. Through targeted intervention, effective revision strategies, regular monitoring of progress and emotional support, we will help students remain focused, build resilience and manage the pressures of exam preparation. Working in partnership with students, parents and staff, we will ensure that every Year 11 student is supported to overcome challenges, maximise their achievements and feel well prepared for the next stage of their educational journey.

How to use this handbook

It brings together what we shared this evening, how we run the school day, and what your child has been learning in enrichment, so that home and school pull in the same direction. Each chapter stands on its own: dip in where you need to.



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The Golden UHS Way

Every student should experience the same high-quality day, every day. The Golden UHS Way is our shared playbook of routines: how students enter and leave classrooms, how we call for attention, how we check for understanding and how we set up independent practice.

Why we all do the same thing

When every adult uses the same routines and norms, we call it **alignment**. It takes the element of chance away from which lesson or which teacher a student happens to have. Routines become habits, so students need less thinking for them, and lessons can focus completely on what students are able to learn and transfer to their long-term memory.

Culture is taught, not caught. It takes time to build and can be undermined in a moment when standards are not consistently upheld, so we teach our expectations explicitly: at the gate, in line-ups, in every lesson and at the end of the day.

At Uxbridge High School, students are PROUD

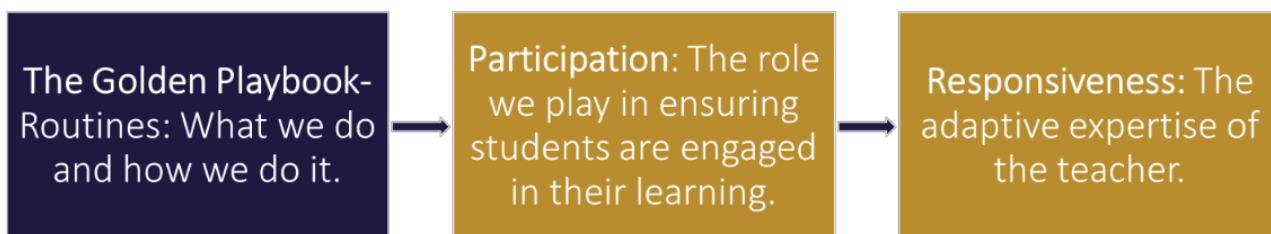
- P** **Positive** to learn new knowledge and thrive on developing their skills.
- R** **Respectful** and kind to all members of our school community and its environment.
- O** **Open minded** and happy about all new opportunities.
- U** **Unique** in their demonstration of skills and talents.
- D** **Determined** to achieve their best in all areas of the curriculum.

You will see these values at work throughout this handbook. They are the golden thread through everything we do.



Inclusion by Design

Inclusion by Design is how we make sure every classroom works for every student. It begins with what teachers do, so it never depends on chance.



- **Routines** are set out in the Golden Playbook, so every student knows what to expect.
- **Participation** for all, every lesson, every day.
- **Responsiveness:** teachers adapt in the moment to meet the needs of all students.

The gold standard we are creating

A student arriving at Uxbridge High School should encounter:

- Warm and positive greetings
- Consistent routines
- Excellent attendance messages
- A strong reading culture
- A distraction-free environment
- A sense of belonging
- Clear expectations
- Adults who know them, support them and believe they can succeed

When these routines are delivered consistently by every adult, every day, they create the calm, purposeful and ambitious culture that allows all students to thrive.



Why we are meeting tonight

58% of teenagers say their biggest worry of the year is that they won't achieve their desired exam results.

36% of parents said they worry most about their teenage children suffering exam stress, more than drinking, smoking or being bullied.

Research by the National Citizen Service (NCS).

Worry about exams is normal, for students and for parents. This evening is about turning that worry into a plan.

Mindset matters

"When I start thinking about failure, your mind will act according to that thought."

Usain Bolt

Brain-imaging studies have shown that reframing a situation in a more positive light makes the left hemisphere more active. This is the part of the brain responsible for language, processing, logic and analytical thought: exactly what is needed to be successful in exams, and in work later in life.

Closing the gap: an example

If Sofia got a grade 4 in her English Language PPE3 and her target grade is a 5, this does not mean she cannot achieve higher than a grade 4 in the summer. It does mean she will need to follow the steps given by her teachers to close that gap. **That is what this evening is for.**



Winning the morning

The first few minutes of the school day matter: the way we begin each morning sets the tone for the entire day.

Excellent attendance

Attendance is everyone's responsibility. It gives students the greatest chance of success.

Reading fluency

The Literary Canon is a cornerstone of tutor time: regular reading of rich, challenging texts.

A distraction-free day

We are a phone-free school. Phones stay off, in Yondr pouches, and pouches are checked all day.

Belonging

Assemblies linked to our Personal Development themes build identity and shared purpose.

The morning routine

7.45–8.00am	Breakfast Club Gate
8.00–8.25am	Student entry gate
8.15am	Year 11 students head to their form rooms
8.25–8.45am	Late Gate
8.40am	The end and send routine begins

- Staff greet students by name. Uniform is checked at the gate and in form registration. If an item is missing, **students need a note from home**.
- Make-up is not permitted in Years 7 to 11. Nail varnish, false nails and false eyelashes are not permitted in any year group. Students with reasonable adjustments carry a card and should have it with them.
- Form time starts with a **Do Now** while the tutor takes the register. Students and staff greet each other with a courteous "Good morning". The rest is Literary Canon or Personal Development.
- In assembly students enter in silence to classical music. Afterwards they leave with "determined walking" to lesson 1.



The UHS classroom

Every lesson has the same shape, so students always know what to expect and can concentrate on what they need to know, do and remember.

Meet, greet and seat. Teachers stand “50/50” at the doorway, watching both the corridor and the classroom, and greet students by name. Students go straight to their desks, get their equipment out and start the Do Now, independently and, where appropriate, in silence.

The four parts of a lesson

- 1 **Do Now.** Four or five retrieval questions: three retrieval and one challenge. They draw on the last lesson, last week, last term and last year. It takes 5 to 7 minutes and never more than 10.
- 2 **Guided practice (We Do).** The teacher explains and models in small steps, checks that every student has understood, and shows what success looks like and what it does not.
- 3 **Independent practice (You Do).** About 20 minutes. The first two minutes are silent with no hands up. The teacher circulates giving one-to-one feedback, and students act on it in **green pen**.
- 4 **Reflect and review.** An activity such as an exit ticket shows what has been learned and what needs re-teaching.

STAR behaviours

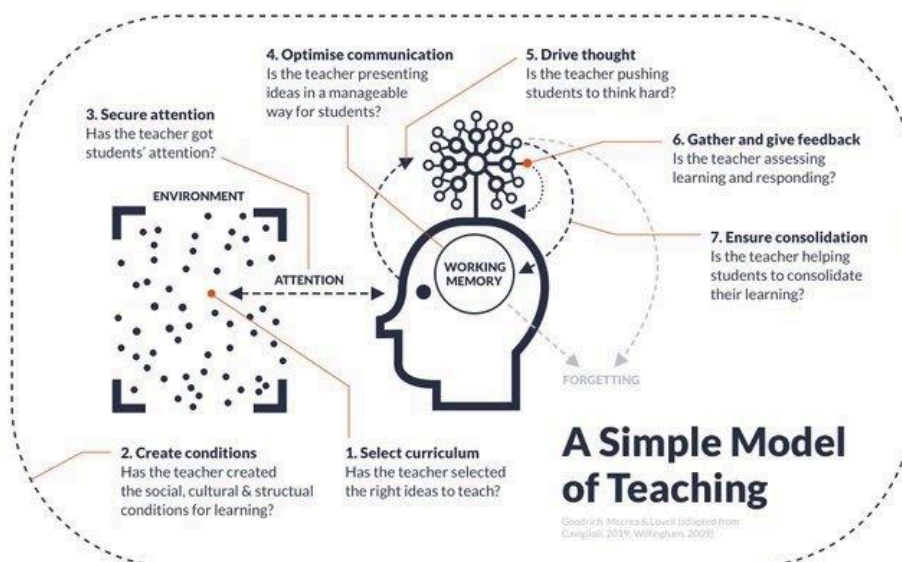
A shared language and visible cues that help every student focus:

- Sit up
- Track the speaker
- Appreciate other students’ ideas (pay attention)
- Remember or repeat what is said

At home, try asking: “What was your Do Now today?” and “What did you improve in green pen?”

How we teach

Attention is the gateway to learning: students only learn what they attend to. Our approach is built on a simple model of teaching, the basis of our teacher coaching on Steplab.



A Simple Model of Teaching. Adapted from Caviglioli (2019) and Willingham (2009), as used in The Golden UHS Way.

Teaching that adapts

Teachers know all their students' needs and adapt in the moment: addressing misconceptions, giving one-to-one support, or stretching those who are ready. Work should sit in each student's *Zone of Proximal Development*: neither so easy that they do not try nor so hard that they give up. The UHS Teacher Toolkit includes writing frames, sentence starters, the visualiser, chunked tasks and lesson menus.

A calm, ordered room

- Desks face the front and the teacher teaches from the front, so every student can see and every teacher can scan the room.
- Rooms are uncluttered and displays earn their place, which matters for every student and especially for those with SEND or sensory needs.
- Every classroom has a **WOW board** showing gold-standard work, and a **Literacy board** with tier 2 and tier 3 vocabulary, sentence starters and reading prompts.



Excellent endings

Excellent endings send students out of every space calm, purposeful and proud.

End and send

- Students finish the task they are on, then pass books to the centre of the row.
- They check desks and floor, pack away and **stand silently behind their chairs** before the first bell.
- The teacher dismisses row by row at the door, thanking students by name. Everyone follows the one-way system.

Two bells at every transition

The **first bell** means start moving: students are already ready. By the **second bell** everyone should be settled in their next classroom, working on the Do Now. Arriving after it is late and a C2 sanction applies, unless the student was kept by a teacher, escorted by staff or holds a medical pass.

	First bell	Second bell
Form time	08:13	08:15
Period 2	09:42	09:47
Period 3	10:57	11:02
Period 4b	12:37	12:42
Period 5	13:37	13:42
Form time	14:37	14:45

Afternoon form time

The end and send routine for Period 5 begins at 2.37pm. Year 11 students head straight to their form rooms for afternoon registration (2.45pm bell). Students with a detention are identified in advance and escorted. Year groups are dismissed on the signal of the Head of Learning (HOL) or Assistant Head of Learning (AHOL).

Year 11 intervention: on Mondays and Wednesdays, Year 11 students then complete subject-specific intervention until 3.45pm.



Beyond lessons

Clubs, enrichment, trips and events are an entitlement, not an extra. Every student is guaranteed a core co-curricular experience, so that taking part never depends on family income or confidence.

By the end of each key stage, every student will have taken part in enrichment clubs each year; experienced a planned programme of cultural, careers and character encounters; and had at least one trip or visit beyond the school. This is tracked, so cost, transport or equipment never stand in the way.

Our golden thread: the super-curricula

From 2026/27, enrichment has one golden thread from Year 7 to Year 13: the **super-curricula**. It is activity that goes beyond the specification to build disciplinary thinking, curiosity and academic ambition. It sits alongside, and does not replace, our extra-curricular offer: sport, arts, clubs, the Duke of Edinburgh's Award, character and culture.

Every student takes part in activities designed to encourage communication, problem-solving, co-operation and real-life connection with their peers. Super-curricular societies also help students explore subjects ahead of post-16 choices.

Good to know

- **Enrichment** runs in blocks of about a term (around 10 sessions and a final evaluation). Sessions start at 2.45pm and finish between 3.30pm and 3.45pm, with staggered dismissal.
- **Year 11 intervention:** subject-specific intervention runs on Mondays and Wednesdays until 3.45pm.
- **Trips:** students are briefed on expectations; parental consent and medical information are needed; uniform or PE kit is checked; PROUD values apply whenever students represent the school. A student who does not meet expectations remains in school.
- **The hidden curriculum:** what students pick up from the language, images and displays around them matters too. We plan assemblies, form-time activities and displays so that they represent our whole school community and reflect our EDI strategy.



Year 11 in 2026–27

This is a transition year for enrichment. Year 11 follow a bespoke offer built around the PPEs and the summer exams.

Term 1: study skills

A weekly study-skills programme preparing students for their PPE mock examinations. It covers revision technique, note-taking, mind-mapping, retrieval practice and exam strategy, and builds directly towards the PPE mocks. See pages 13 to 16 for what your child has been learning.

Term 2 onwards: two pathways

The cohort is reviewed in light of PPE outcomes and ongoing assessment, then splits into two pathways.

Pathway A: additional support

A single designated supervised-revision group continues academic-focused enrichment, applying the techniques learned in Term 1.

Pathway B: all other students

Students move to the extra-curricular and super-curricular enrichment programme.

Super-curricular clubs

Pathway B includes a suite of super-curricular clubs, for example:

STEM

Debate and Model UN

Big Ideas: Ethics and Philosophy

Writers and Journalism

What informs the pathway conversation

Your child's reflections from the final study-skills session, including the techniques that work best for them, are kept to inform Term 2 pathway conversations. Ask them what they wrote.



Study skills in enrichment

In Term 1, every Year 11 student has a weekly study-skills session as part of enrichment. It prepares them for the PPE mocks by teaching *how* to revise, not just what to revise.

Block 1: Building the revision toolkit

Sessions 1 to 7. How learning works, planning, notes, mind-maps, flashcards, retrieval, spacing and interleaving.

Block 2: Applying the toolkit and exam readiness

Sessions 8 to 14. Exam questions, timing, memory, subject strategies, wellbeing, the PPE plan and final preparation.

Every session runs the UHS way

- 1 Do Now.** A retrieval starter, so students practise the technique from the first minute.
- 2 Learn.** The idea, explained simply, with the evidence behind it.
- 3 We Do.** Guided practice, with a partner or the whole class.
- 4 You Do.** Independent practice, using a worksheet that goes in their revision folder.
- 5 Check.** An exit ticket: a quick question to show what has stuck.

Where your child started

In Session 1 students rated how effective their revision was out of 10. In Session 14 they re-rate it and compare. **Ask them what changed.**

Over the term your child builds a revision folder with a section for every subject, RAG-rated topic lists, a Cornell notes page, a mind-map, a knowledge organiser, flashcards, a spaced and interleaved timetable and a personal PPE plan. Ask to see them.



Block 1: building the toolkit

What each session covered, and one question you can ask at home (taken from your child's exit tickets).

Session 1

How learning works

Why re-reading and highlighting feel productive but aren't, and why testing yourself and spacing work. Set up a revision folder and rated their revision out of 10.

Ask: "Name one weak method and why it's weak. Which strong one will you try?"

Session 2

Planning and organisation

Broke a specification into topics and RAG-rated them: reds first, ambers regularly, greens a quick check. Realistic plans use short 25–40 minute sessions, spread subjects across the week and SMART goals.

Ask: "What will you revise first this week, and what's your SMART goal?"

Session 3

Effective note-taking

Condensing notes is revision. Used the Cornell layout (notes on the right, cue questions on the left, summary below) and added simple diagrams.

Ask: "Cover your notes. Can you answer your own cue questions?"

Session 4

Mind-mapping

Topic in the centre, branches for key ideas, links between branches, and colour to group rather than to decorate.

Ask: "What connection did you spot that you hadn't noticed before?"

Session 5

Knowledge organisers and flashcards

One-page organisers and small flashcards: one real question, one short answer. Leitner boxes space practice: right answers move up a box, wrong ones go back to daily.

Ask: "Show me a flashcard. When will you next review Box 1?"

Session 6

Active recall and retrieval

The retrieval loop: learn it, cover it, retrieve it from memory, then check and fix the gaps. Practised brain dumps, self-quizzing and past-paper questions.

Ask: "Why is getting an answer wrong in practice useful?"

Session 7

Spacing and interleaving

Spacing beats cramming. Interleaving mixes topics, which feels harder and is exactly why it works. Refined their timetable and reviewed the whole Block 1 toolkit.

Ask: "What's the difference between spacing and interleaving?"



Block 2: applying the toolkit

From exam questions to exam day.

Session 8

Understanding
exam questions

Command words: **describe** (say what it's like), **explain** (give reasons), **compare** (similar and different), **evaluate** (weigh up both sides, then judge). Underline the command word, circle the topic and numbers, answer every part. Marks reward specific points, not length.

Ask: "What's your own one-line definition of 'evaluate'?"

Session 9

Exam technique
and timing

About a minute per mark, plus time to check. Plan for 30–60 seconds before long answers, then point, support, develop. Pitfalls: too long on low-mark questions, ignoring the command word, leaving blanks.

Ask: "How long would you give a 12-mark question?"

Session 10

Memory and
recall strategies

Mnemonics, acronyms, chunking and the memory palace (facts linked to places on a familiar journey). Built a memory aid for their hardest fact and tested a partner.

Ask: "Can you teach me your memory aid?"

Session 11

Subject-specific
strategies

The same toolkit, weighted differently: problem-based subjects (practise questions, mark your own work), essay-based (plan answers, learn key evidence), content-heavy (flashcards, retrieval, organisers).

Ask: "Which subject will you revise most differently now?"

Session 12

Wellbeing and
managing exam
stress

A little pressure helps; too much doesn't. Sleep, routine and breaks beat late-night cramming. A hard topic means 'not yet', not 'can't', and asking for help is a strength.

Ask: "What healthy change will you make before the PPEs, and who can you talk to?"

Session 13

Your PPE plan

One personalised plan: work back from the PPE dates, reds first and earlier, subjects spaced and mixed, a technique and self-testing in every session, and a plan for one obstacle.

Ask: "What's first on your plan, and what's your backup?"

Session 14

Final preparation
and reflection

The night before and the morning of an exam. Reviewing organisers and flashcards rather than learning new topics. Re-rating revision against Session 1 and naming the three techniques that work best for them.

Ask: "What will you tell yourself walking into the exam?"



What to be aware of

Some of what we teach goes against instinct. Knowing why helps you support your child without worry.

Feels productive, isn't	Feels harder, works
Re-reading notes	Testing yourself (retrieval)
Highlighting	Spacing revision over time
Copying out text	Explaining ideas in your own words

- 1 Revision should feel like effort, not comfort.** Forgetting is normal. Every time your child pulls information back out of memory, they make it stronger. If they say it feels hard, that is a good sign.
- 2 Getting things wrong in practice is useful.** It shows where to focus. Better here than in the PPE.
- 3 Short and often wins.** Sessions of 25 to 40 minutes with subjects spread across the week. Hours at a desk are not productive, and neither is cramming the night before.
- 4 Every session includes self-testing.** Look for quizzes, flashcards, brain dumps and practice questions, not just reading.
- 5 Reds first.** Topics rated “don’t get it yet” get more time and earlier slots. Revising only what already feels comfortable is a common trap.
- 6 Rest is part of the plan.** Sleep, breaks and things they enjoy are part of effective revision, not the opposite of it.

Try this: ask your child to show you their PPE plan from Session 13, then ask, “Where is the self-testing?”



The G.O.L.D. revision strategy

Get ready. Organise. Learn actively. Drill down and review.

1 Get ready

How? Begin by gathering all your necessary resources together in one place. These may include your exercise books, textbooks, notes, past papers and any additional resources needed for a particular subject. Remove any distractions, for example by putting your phone on 'Do Not Disturb' or airplane mode while you study. Make sure you have a timer, such as a clock, watch or the timer on your phone. Decide where you are going to store your revision.

Why? This first step helps to make your revision skills gold-standard. If you have everything prepared and ready, you will spend less time trying to sort yourself out after you've started studying. Your time is better spent revising and working through the topics you need to improve on: if you are organised and have everything ready, you can really focus on what needs your attention instead of interrupting your study time.

2 Organise: set everything up, ready to learn!

How? Organise your resources by topic or subject in a systematic way (for example, by creating a revision timetable). Plan what you will complete and how long you will spend on each revision task. Remember, your focus is on understanding the key concepts rather than just memorising facts. Decide which study techniques you want to use too, for example mind-maps, flashcards or diagrams to visualise information. Break down large amounts of content into manageable chunks.

Why? Organisation ensures you won't overlook any topics and will prevent last-minute panic revision. Your brain will retain key information if you go over small chunks regularly, as opposed to spending hours trying to cram!



The G.O.L.D. revision strategy

Continued.

3 Learn actively (get stuck in!)

How? Work through your revision activities: try out questions and examples and watch videos for clarification. Developing a deep understanding makes it easier to apply knowledge to different types of exam questions, especially those which need deeper and more critical thinking. It improves long-term retention and boosts confidence. Consolidate your revision by completing past exam questions in timed conditions. You can also use online quizzes or try teaching concepts to another person. Practise attempting questions, especially long-answer questions, under timed conditions, or even create mock exam scenarios yourself and test your writing stamina.

Why? Active learning forces you to apply what you have learned and highlights areas where more practice is needed. It also prepares you for the format and potential pressures experienced in an exam environment, ensuring you are “exam-ready”.

4 Drill down and review

How? Go back over your content: can you remember it? Revisit topics you have covered at regular intervals, using spaced repetition techniques. Review the weaker areas more frequently, whilst maintaining practice with those areas you feel more confident. Use feedback from teachers or other trusted people to refine your understanding of the topics covered.

Why? Regular revision solidifies knowledge in your long-term memory store and reduces forgetting. Reviewing areas which are considered weaker more consistently will result in improvement, making your overall knowledge stronger. Space out your revision too: you might do 25 minutes on one subject, then 25 minutes on a different subject, and repeat this process.

Effective ways to revise

Every child is unique and there is no one-size-fits-all approach. Try a few and keep the ones that work.

 Map it Create a mind map of the key points. Session 4	 Journey it Remember lists of information by placing images on a journey. Session 10	 Flashcard it Transfer the key points to flashcards. Session 5
 Story it Create a weird, vivid story to retell yourself using key points.	 Mnemonic it Use the first letter of key words to create a sentence. Session 10	 Click it Create a presentation about the key points.
 Flip it Write questions and answers and flip it anywhere. Session 5	 Timeline it Place key points along a line in chronological order.	 Sing it Set key points to some familiar music.
 Record it Use your mobile to record yourself explaining the key points and play it back.	 Post it Write key words or concepts on post-it notes and stick them around your house.	 Comic it Create your own comic strip using the key points.

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Open minded about new methods, and **Unique** in choosing the ones that work for them: Session 14 asks each student to name their own top three.



Creating a revision timetable

A timetable turns good intentions into a routine. Build the week around the school day, add intervention where it is offered, and protect time to relax.

A revision block

- 1 **25 minutes of revision.** Revision flashcards, blurting, revision clocks.
- 2 **5-minute break.** A physical movement break. Check social media or send messages now, not during revision.
- 3 **25 minutes of exam practice.** In timed conditions. In exam conditions.

What goes in the timetable

Compulsory subjects

English Literature, English Language,
Science, Maths, RE

Option subjects

Your child's own options (A, B, C, D)

- **Reds first.** Use the RAG ratings from Session 2 to decide what gets the most and the earliest slots.
- **Space and mix.** Do 25 minutes on one subject, then 25 on a different one, and keep revisiting earlier topics.
- **Start each block with a Do Now.** Just as every UHS lesson opens with retrieval questions, begin a block with a three-minute brain dump of what they remember before they open their notes.
- **Plan relaxation and sleep.** They are part of the plan, not a reward for finishing it.

Use the planner on the next page. Pencil it in together, then let your child own it.



My revision planner

Write subjects and topics in, reds first. Use pencil.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Before school							
Break or lunch							
After school 25 min revision							
5 min break							
25 min exam practice							
Evening Relaxation and sleep							

This week's red topics

My Do Now question for each block



How the exams run

8.00am Aim to be in school. Students arrive for form at the normal time, which helps avoid stress.

8.45am Morning exams start. Every student must be registered and seated before this time.

1.15pm Afternoon exams begin. Students are released and free to go home after afternoon exams.

Breakfast is available for all students on exam mornings, which is a good reason to come in early.

Equipment: please check and pack the night before

- ☐ A clear pencil case
- ☐ Pens (black ink only)
- ☐ A scientific calculator
- ☐ Pencil, ruler, protractor, rubber and any other useful equipment

Last-minute support

Every student will have an opportunity for last-minute guidance and support from a subject expert within 24 hours before each exam, from May to June.

This happens during **pre-exam briefings**, which our Curriculum Leads are planning carefully. They focus on the key things students need to do and remember to be successful in the next exam. They can make all the difference to both confidence and performance, and they support continued attendance once exams start.



Respectful of the exam hall and of each other: arriving on time lets everyone start calm.



The final stretch

Night before	Morning	Reading time	In the exam
Light review, pack bag, sleep	Eat, arrive early, stay calm	Read every question first	Watch the clock, answer, check

Effective last-minute revision

- Review knowledge organisers and flashcards. **Don't learn new topics.** Cramming new content the night before rarely helps.
- Do a few retrieval checks, not hours of re-reading.
- Prioritise sleep over one more late session.

In the exam: what your child has practised

- **Read the whole question.** Underline the command word. Circle the topic and any numbers. Check for two-part questions and answer both parts.
- **About a minute per mark**, and leave time at the end to check. Plan for 30 to 60 seconds before a longer answer.
- **For “evaluate”,** give both sides, then a reasoned judgement.
- **Never leave a blank.** A blank scores zero; an attempt might not.

Ask: “What will you do first when you read a question?” and “What is your plan for the night before your first exam?”



The power of intervention

Effective intervention does not just change grades; it changes futures.

What we are doing to support exam success

- Using assessment data to identify gaps in knowledge and skills.
- Creating small-group intervention sessions.
- Running revision sessions focused on core knowledge and exam skills.
- Regularly monitoring and adjusting support and interventions.

Why intervention matters



Builds confidence and closes gaps



Supports long-term memory

which is essential for completing multiple exams.



Improves exam performance and outcomes



Helps reduce exam stress and supports wellbeing



Builds independent study and rewards effort

In the classroom, too

Teachers use the **Focus Five** model for class-level intervention, and give live feedback in lessons. Where understanding is not secure, they pause and re-teach before moving on.

October half-term intervention: Monday 26 to Thursday 29 October.
Invitation only.



A weekly checklist for success



Attendance

Be in every day. If students are not in, they are missing the support they need.



Punctuality

Arrive to all lessons and intervention sessions on time. No missed learning.



Homework and independent study

This should be completed for each subject.



Rest

Sleep and mental breaks are important. Exam success is about consistency.

Consistency

Attendance

Routines

Emotional steadiness

When things go wrong

We respond promptly, predictably and fairly, and we always *connect* with a student before we *correct* them. Inconsistent responses tell students that boundaries are flexible, so every adult applies the same behaviour systems.

The **RESET Room** is a calm, structured space where students can regulate their behaviour, reflect on their choices and continue their learning. It is a supportive intervention, not a replacement for good classroom management. After a referral the teacher follows up: a sanction where the behaviour policy requires one, a restorative conversation, and, where helpful, contact with parents or carers. Students who are referred more than once are identified so that repeat use leads to support rather than sanction alone.



Determined: exam success is about consistency, so little and often wins.



How you can support your child



Provide tools and a quiet place to revise.



Remove distractions such as phones and TV during revision time.



Encourage regular revision habits: use a timetable.



Ask what they have revised and learnt each day.



Test them on factual recall using notes and quizzes.



Make sure they eat and sleep well.

What can I do at home?

- **Set a regular bedtime and wake-up time.** Routines are especially important during this potentially stressful time.
- **Help your child plan and stick to a revision timetable.** Spending hours in a room or at a desk revising is not productive.
- **Help with active revision.** Just reading notes or highlighting does not work. Quizzes, practice questions and completing past papers are some of the most effective things to do.
- **Show an interest** in their revision and next exam. If you begin to feel concerned, speak to us so we can work together to support them doing the best they possibly can.



What they need from you

Your child may not remember every conversation about revision, but they will remember the **climate at home** during exam season.

- Calm confidence in their ability to do well.
- Encouragement, but not constant pressure.
- Help to keep routines.

Instead of “Have you revised?” **try** “What is your plan for tonight?”

Or: “What is your next exam and what can I do to help you feel ready for it?”

Signs to look out for

- Repeated panic or high stress
- Refusal to attend lessons or intervention
- Poor sleep over a sustained period
- Saying they can’t cope, or shutting down completely

Who to contact

- Subject teacher or Curriculum Lead (CL), if it is subject-specific
- Form Tutor
- Guidance Leader (GL)
- Assistant Head of Learning (AHOL)
- Head of Learning (HOL)
- SEN Team

Early communication is better than late panic.

My child’s team

Form Tutor _____

Guidance Leader _____

Head of Learning _____



AI: should I let them use it?

AI is a reality of modern life. We should encourage our young people to use it safely and in a way that supports learning. It is great for some things and not good at others. Here is what it can help with over the next few weeks.



Custom revision quizzes

“Create a quiz on the female characters in Romeo and Juliet, designed for a Y11 student aiming for grade 5 in AQA English.”



Summarising notes into flashcards

Input hand-made notes into AI and ask it to convert them into question-and-answer flashcards.



Explaining concepts simply

“Explain it to me like...” For example: “Explain the concept of the tragic hero from Macbeth like I’m 5 years old”, then “explain it like an expert English teacher”.



Condensing texts or content

Into bullet points or mind-maps.

These match what students have been taught

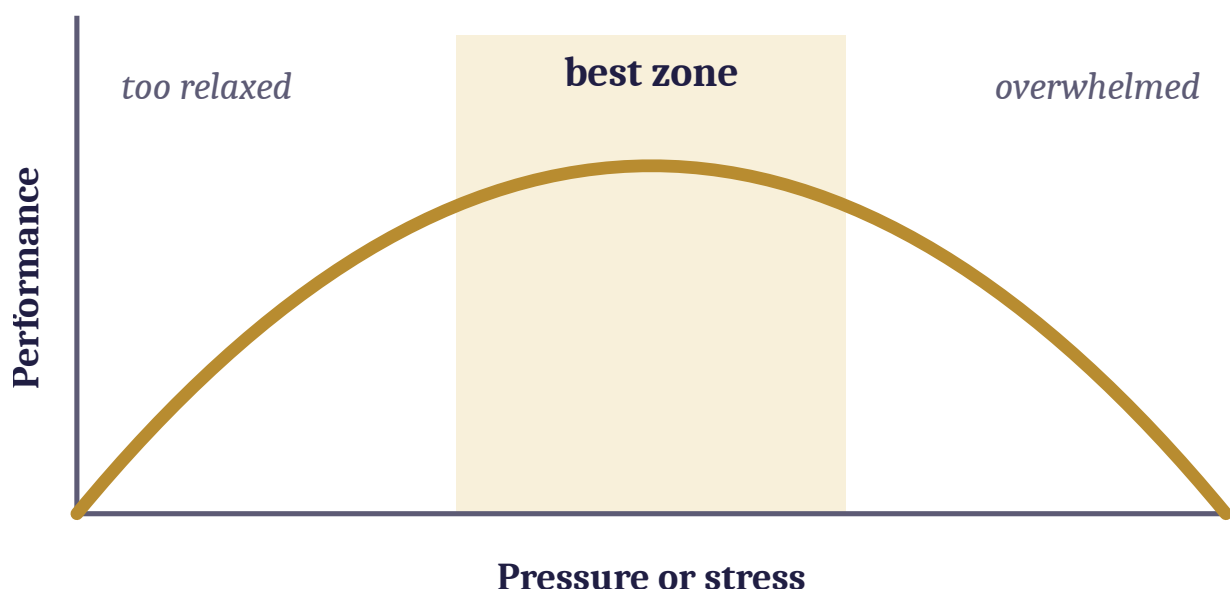
Custom quizzes are **retrieval practice** (Session 6). Flashcards and Leitner boxes are Session 5. Mind-maps are Session 4. The method matters more than the tool.

Because AI can be wrong, check what it produces against class notes, knowledge organisers and exam-board materials. Use it to test understanding, not to do the thinking for your child.



Wellbeing and exam stress

Some nerves sharpen you; too much gets in the way. The aim is the middle zone, not zero stress. If stress is overwhelming, that is a signal to seek support, not to push harder.



Healthy preparation

- Sleep and routine matter more than late-night cramming.
- Short breaks and movement help concentration.
- Balance revision with things they enjoy. Rest is part of the plan.

Growth mindset

- A hard topic means 'not yet', not 'can't'.
- A poor practice score shows where to work. It is information.
- Talk to someone if it feels like too much. Asking for help is a strength.

See page 27 for the signs to look out for and who to contact in school. Students have also been taught to name who they would talk to: ask your child who they chose.

Further reading: YoungMinds, [youngminds.org.uk/young-person/coping-with-life/exam-stress](https://www.youngminds.org.uk/young-person/coping-with-life/exam-stress); NHS, [nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress](https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress).



Positive: help your child reframe “I can’t” as “not yet”.



Key messages

- 1 Attendance and punctuality are key.
- 2 Routines matter, and they need your help.
- 3 Encourage active revision and check they follow a timetable for it.
- 4 Provide calm support and communicate with us if you become concerned.

This week

- ☐ Ask to see your child's PPE plan and revision folder.
- ☐ Agree a regular bedtime and wake-up time.
- ☐ Ask: "What is your next exam and what can I do to help you feel ready for it?"
- ☐ Put the key dates on page 52 in the family calendar.
- ☐ Check the equipment list on page 22 and pack the night before.
- ☐ Note who to contact on page 27.

Gold standard for all

We will do everything we can to help your child succeed. Working together, with calm confidence, consistent routines and early conversations, is how we make that happen. Thank you.



Questions to ask about each subject

We understand that supporting your child's learning at home can be a rewarding yet challenging task. The pages that follow are designed to give you insightful questions to help you create a positive and supportive learning environment for your child. We want all of our pupils to feel the close connection between home and school as well as their parents, guardians and teachers.

By incorporating these into your daily routine, you can foster your child's curiosity, motivation and academic success. Whether it's through shared reading, tasks or simple conversations, your involvement plays a crucial role in shaping your child's educational journey. Every child is unique, and there is no one-size-fits-all approach.

We encourage you to explore the questions and use them to begin conversations about their learning, for instance:



During journeys



In conversation after school



Over the course of the weekend



During a meal



When keeping in touch



With siblings or other family members

Find a subject

Art 32

Business Studies 33

Computer Science 34

Design and Technology 35

Drama 36

Hospitality and Catering 37

English Language 38

English Literature 39

Geography 40

History 41

Mathematics 42

Modern Foreign Languages 43

Music 44

Photography 45

Physical Education 46

Psychology 47

Religious Studies 48

Science (Combined and Triple) 49

Sociology 50

Vocational and BTEC courses 51

Questions you can ask your child about their learning

How have you developed your personal investigation theme, and why did you choose it?

What are the key influences or artists that have inspired your work?

Can you explain how you have researched your theme? What kind of sources have you used?

Who are some of the artists or art movements that have influenced your work, and how have you integrated their techniques or ideas?

What media or techniques have you experimented with in your artwork? Which one do you feel most successful with?

How have you experimented with different materials to explore your theme or ideas?

What are the strengths of your work, and what still needs improvement?

Have you received any feedback on your work? How did you respond to it?

Can you identify any weaknesses in your work, and what would you do differently if you could redo it?

What are your main ideas behind your final piece? How does it relate to the rest of your coursework?

How have you planned and prepared for the execution of your final piece?

What techniques or processes will you use in your final piece to best express your theme?

What message or feeling do you hope to convey through your artwork?

How does your artwork reflect your personal experiences, emotions, or perspectives?

What do you want the viewer to think about or feel when they see your work?

What are the key elements you need to consider when working within the exam's time constraints?

How will you present your sketchbook or portfolio for the exam? What are you doing to make it visually engaging and informative?

How do you plan to document and present the progression of your work in the final submission?

Questions you can ask your child about their learning

- What is the difference between a sole trader, partnership, and limited company?
- Can you explain what is meant by 'business objectives' and why they are important for a business?
- What are the key features of an entrepreneur, and what are the risks and rewards of starting a business?
- How do businesses use market research to understand customer needs and make informed decisions?
- What is the importance of customer service in business, and how can businesses improve it?
- How do businesses manage their finances, and what is the role of financial statements like the balance sheet and income statement?
- What are the four P's of marketing (product, price, place, promotion), and how do they influence business decisions?
- How do businesses segment their market, and why is market segmentation important?
- What is branding, and how does a strong brand help a business differentiate itself from competitors?
- How do businesses use pricing strategies (e.g., cost-plus, penetration, skimming) to attract customers?
- What is the role of operations management in a business, and how does it affect production and efficiency?
- How do businesses make decisions about location, and what factors influence these decisions?
- What is break-even analysis, and how can it help a business understand its costs and revenues?
- What is cash flow, and why is it important for the survival of a business?
- How can businesses use profitability ratios to assess their financial performance?
- What is the difference between fixed and variable costs, and how do they impact pricing decisions?
- What are the key functions of human resources (HR) in a business, and how do they help with employee recruitment, retention, and development?
- What is the importance of supply chain management, and how does it impact a business's success?

Questions you can ask your child about their learning

How do you break down a problem into smaller, manageable parts when writing code or designing an algorithm?

What is the difference between an algorithm and a program? Can you give an example of each?

How do you write a simple algorithm in a programming language like Python? Can you walk me through an example?

How do you use loops and conditionals in your code? Can you give an example where both would be used together?

How are different types of data represented in a computer (e.g., text, numbers, images)? Can you explain how binary works?

What is the difference between binary and hexadecimal, and why is hexadecimal useful in computing?

What are common searching algorithms, and how do they work (e.g., linear search, binary search)?

Can you describe the main components of a computer and their functions (e.g., CPU, RAM, hard drive)?

What is the difference between hardware and software, and how do they interact?

What is an operating system, and what are its key functions? Can you explain how it manages hardware resources?

What is a computer network, and what are the differences between LAN and WAN?

Can you explain how the internet works and how data is transferred across networks (e.g., IP addressing, routers, protocols)?

What is encryption, and why is it important for keeping data secure?

Can you explain what a firewall is and how it helps protect a computer network from unauthorised access?

What is malware, and what are the different types of malware that could affect a computer or network?

When debugging code, what steps do you take to identify and fix errors in the program?

Can you give an example of how computer science is used in the real world (e.g., gaming, healthcare, banking, AI)?

How do you think emerging technologies like AI, cloud computing, and big data will impact the future of computing?

Questions you can ask your child about their learning

Can you explain the key principles of design, such as functionality, aesthetics, and user-centred design?

What factors do you consider when designing a product, such as materials, cost, and sustainability?

What are the properties of different materials (e.g., wood, plastic, metals, textiles) used in design and manufacturing?

How do different manufacturing processes (e.g., casting, injection moulding, CNC machining) affect the final product?

Can you explain how you select materials for a project? What are the key considerations such as strength, weight, and environmental impact?

What materials or manufacturing methods are considered more sustainable, and why?

Can you explain how human factors influence the design of a product, such as size, shape, and user interaction?

What is the design process you follow when creating a product from concept to completion?

How do you gather initial research and data for your design ideas?

How do emerging technologies, such as 3D printing, affect the way products are designed and made?

Can you explain how automation and smart technologies are influencing product design?

How do you test your product designs to make sure they work as intended?

What has been your most successful design project in this course, and why do you think it worked well?

How do you keep track of the development of your design projects and what documentation do you use (e.g., design folders, logs, evaluations)?

How do you plan to manage your time during the exam, particularly if there are long answer questions or design tasks?

Have you encountered any challenges with your coursework? How did you overcome them?

Can you explain the difference between product design, systems design, and engineering design?

What is the difference between primary and secondary research, and why is both important in the design process?

Questions you can ask your child about their learning

What are the key themes in the play you are studying, and how are they explored throughout the story?

Can you describe the relationships between the main characters and how these develop during the play?

What is the significance of the setting in your play, and how does it influence the characters and plot?

How does the playwright use stage directions to convey mood, atmosphere, or character emotions?

Can you explain the role of conflict in the plot and how it drives the development of the story?

What are the main dramatic techniques used in the play, and how do they enhance the audience's understanding of the themes?

How would you describe your character, and what are their key motivations throughout the play?

What physical and vocal techniques would you use to portray your character effectively on stage?

How do the other characters react to your character, and how does this affect your performance?

How do you develop your character's journey throughout the play, and how do their emotions change?

What is your character's main obstacle, and how do they attempt to overcome it?

Can you think of specific moments where your character's personality is revealed through dialogue or action?

What staging and set design elements do you think are crucial for conveying the mood and themes of the play?

How would you use lighting to enhance the emotional impact of a scene in your play?

What sound effects or music would you choose to support the atmosphere and themes of your performance?

How can costume and makeup help to define your character and make them more believable on stage?

How would you use blocking (movement on stage) to highlight important moments in the scene?

What strategies would you use to maintain focus and energy throughout a long scene or performance?

Questions you can ask your child about their learning

Can you explain the different types of catering establishments and how they differ in service and menu style?

What are the key nutritional requirements for different groups of people (e.g., children, athletes, elderly), and how do you plan menus to meet these needs?

How do you ensure food safety and hygiene standards are maintained when preparing and storing food?

What are the main food safety regulations that catering businesses must follow, and why are they important?

Can you explain the importance of HACCP (Hazard Analysis and Critical Control Points) in a catering environment?

What are the different types of food contamination, and how can they be prevented in a kitchen setting?

How do you calculate the cost of a dish or menu, and what factors affect the pricing of food in a catering business?

What is the difference between gross profit and net profit in a catering business, and how do you work these out?

Can you describe the roles and responsibilities of different staff members in a catering team (e.g., head chef, sous chef, front of house)?

How do dietary requirements (e.g., vegetarian, vegan, gluten-free, allergen awareness) affect menu planning and food preparation?

What cooking methods have you used in your coursework, and how do they affect the nutritional value and taste of food?

Can you describe a dish you prepared and explain the techniques used? How would you improve it next time?

How do environmental and sustainability considerations influence choices in the catering industry (e.g., local sourcing, reducing food waste)?

What are the key factors to consider when planning a menu for a specific occasion or customer group?

How does presentation affect the appeal of a dish, and what techniques do you use to present food professionally?

What are the main causes of food waste in catering, and what steps can businesses take to reduce it?

How does the hospitality industry contribute to the local and national economy?

What career pathways are available in hospitality and catering, and what qualifications or skills would you need?

Questions you can ask your child about their learning

Can you explain the key differences between descriptive and narrative writing?
How can you make your writing more engaging and interesting for the reader?
What are the main features of formal and informal writing styles, and when should each be used?

How do you plan your response to a writing task to ensure it is well-structured and clear?

What are the key components of a successful argument in a persuasive writing task?

How can you use imagery and figurative language effectively in your writing?

What techniques can you use to vary sentence structure and create impact in your writing?

How can you use punctuation effectively to enhance clarity and meaning in your writing?

How do you ensure that your writing addresses the specific question or prompt in the exam?

What are the key differences between a speech and a letter, and how should each be structured?

How can you use statistics, facts, and examples to support an argument in persuasive writing?

When reading a passage, how do you identify the writer's use of tone and purpose?

How do you analyse the effects of language choices made by the writer in a text?

What strategies can you use to summarise a passage or extract key information efficiently?

How can you analyse a writer's viewpoint or bias in a non-fiction text?

How do you identify and explain the use of rhetorical devices (e.g., ethos, pathos, logos) in a text?

What is the importance of context (historical, social, cultural) when interpreting a text?

Can you explain how to respond to a question that asks you to compare two texts, focusing on similarities and differences?

Questions you can ask your child about their learning

How does Shakespeare portray the theme of power in the play, and how does it develop throughout the story?

What are the major steps in the story's plot, and how do they contribute to the overall themes?

How does Lady Macbeth's ambition and actions influence Macbeth's decisions throughout the play?

How does Shakespeare use language and imagery to create the mood and atmosphere of the play?

Can you explain the role of the supernatural (e.g., the witches) in shaping the events of the play?

How does Shakespeare explore the themes of loyalty and betrayal throughout the narrative?

How does J.B. Priestley use the character of Inspector Goole to challenge the social class divisions in the play?

Discuss the role of responsibility in the play. How does the Inspector use this to challenge the Birling family?

Can you explain how Priestley's message about social responsibility is conveyed through the contrasting attitudes of the characters?

How does Simon Armitage use language in his poetry to convey emotion and explore themes of identity?

What is the significance of the setting of 'Remains' and how does it reflect the poet's feelings about war?

How does Carol Ann Duffy explore the theme of love and relationships throughout her poetry collection?

How does the use of language and form in 'Bayonet Charge' by Ted Hughes convey the chaos of war?

Can you explain how the structure of 'Exposure' by Wilfred Owen contributes to the overall meaning of the poem?

How does the setting of a Steinbeck novel contribute to the themes of loneliness and isolation?

What does the title 'An Inspector Calls' suggest about the Inspector's role, and how does this reflect the play's themes?

What is the significance of the play being set in 1912, and what message does Priestley communicate to a 1945 audience?

In 'An Inspector Calls', characters are divided into 'old' and 'new' generations. Can you explain this divide and what it represents?

Questions you can ask your child about their learning

Can you describe the different types of plate boundaries and the natural hazards that occur at each one?

What are the causes and consequences of climate change, and what strategies are in place to mitigate or adapt to it?

How do human activities contribute to deforestation, and what are the economic, environmental and social impacts?

What are the key features of a river and how do these change as you move downstream?

Why does urbanisation occur in cities around the world?

How do plant and animal life adapt to environments such as the tropical rainforest and the desert?

What are the differences between a primary, secondary, and tertiary sector economy? Can you give examples of each?

How do the physical features of a country influence its opportunity to develop?

What factors contribute to the development of slums in LICs and NEEs, and what solutions can help address these issues?

Can you describe the different stages of population change in a country, and how these stages affect development?

What are the causes and impacts of coastal erosion, and what methods can be used to prevent it?

What is meant by the term 'globalisation', and how has it affected one country you have studied?

Explain the concept of sustainable development. How can it be applied in Freiburg in Germany?

Can you explain the different types of energy resources, and how they impact the environment and economy?

What are the types of erosion in rivers and coastal regions? How do these processes create distinct landforms?

For your fieldwork study, explain why the site was chosen to complete the investigation.

For your fieldwork study, describe two methods of data collection and how you presented them in your work.

For your fieldwork study, suggest ways to improve the validity and accuracy of your results.

Questions you can ask your child about their learning

What were the main strengths and weaknesses of the Weimar Constitution?

How did the Treaty of Versailles impact the Weimar Republic and its economy?

Explain the causes of the rise of Adolf Hitler and the Nazi Party in the 1920s and early 1930s.

What was the significance of the Night of the Long Knives for Hitler's consolidation of power?

Describe the key features of Nazi propaganda and how it was used to control the German population.

How did the role of the police in the 16th and 17th centuries differ from today's policing methods?

What were the main changes in the types of punishments used during the early modern period in England?

How did the Industrial Revolution affect crime and punishment in the 19th century?

What were the main features of the prison system in the 19th century, and how did it change over time?

What role did the development of forensic science play in solving crimes in the 20th century?

What challenges did Elizabeth I face when she became queen in 1558?

How did Elizabeth I deal with religious conflict in England during her reign?

What were the key factors that led to the defeat of the Spanish Armada in 1588?

Explain the significance of the Elizabethan Poor Laws and how they affected society.

How did Elizabeth I use her image and propaganda to maintain control over her subjects?

How do you evaluate the usefulness of a source when answering an exam question?

Can you explain how to structure a balanced argument in a 16-mark exam question?

How do you analyse the provenance of a historical source to assess its reliability and bias?

Questions you can ask your child about their learning

Can you explain the difference between a rational and an irrational number?

How do you solve a linear equation with one variable, like $3x + 4 = 19$?

What are the steps to solve a quadratic equation using the quadratic formula?

How do you factorise a quadratic expression?

What is the formula for the area and circumference of a circle, and how do you use them in problems?

Can you explain how to calculate the probability of an event happening?

How do you work out the gradient of a straight line from its equation, and what does it represent?

How do you convert between fractions, decimals, and percentages?

What is the Pythagorean theorem, and how do you apply it to find the length of a side in a right-angled triangle?

Can you explain how to find the mean, median, mode, and range of a set of data?

How do you solve problems involving ratios and proportions?

What is the difference between direct and inverse proportionality?

How do you work out the volume of a cylinder or a cone?

What is the difference between a factor and a multiple, and how do you use this to solve problems?

How do you simplify an algebraic expression?

Can you explain how to plot and interpret graphs, including interpreting real-life data?

How do you calculate the probability of independent and dependent events?

How do you solve a problem involving simultaneous equations?

Questions you can ask your child about their learning

Can you explain the main idea of a text or audio clip in your target language?

How do you identify key details in a listening or reading exercise?

What strategies do you use to pick out cognates or familiar words when listening to or reading a passage?

How can you improve your ability to understand spoken language with different accents or speeds?

How do you answer multiple-choice questions correctly based on the information from a passage?

What are some techniques for dealing with unfamiliar vocabulary in a listening or reading comprehension task?

Can you describe your daily routine in your target language, including what time you wake up, what you do during the day, and when you go to bed?

How would you talk about your past holidays in your target language? What verbs and tenses should you use?

What is the difference between using the present, past, and future when speaking and writing in your target language?

How do you structure a well-organised answer when writing a longer response?

How can you include opinions and reasons in your spoken and written responses?

What are some ways to improve your pronunciation and fluency when speaking your target language?

What are the rules for forming regular and irregular verbs in the present, past, and future tenses?

How do you use reflexive verbs correctly in different tenses? Can you give examples?

Can you explain the difference between the definite and indefinite articles in your target language?

What is the difference between the masculine, feminine, and plural forms of adjectives, and how do they agree with nouns?

Can you identify and use common prepositions of place and time?

How can you extend your vocabulary to discuss various topics, such as school, family, technology, etc.?

Questions you can ask your child about their learning

What are the main characteristics of sonata form and how is it structured?

Can you explain the difference between binary and ternary forms in music?

How does theme and variation work in a piece of music?

What is rondo form, and can you provide an example of a piece that uses it?

How does the use of a motif contribute to the development of a piece of music?

What is a fugue, and how is it structured? Can you identify any composers who used this form?

Can you explain the role of a dominant seventh chord in music?

What is a key signature, and how does it affect the mood and tonality of a piece?

How do major and minor scales differ in terms of their sound and emotional impact?

What is modulation, and how does a composer use it to create contrast or development in a piece?

What is an inversion in harmony, and how does it affect the overall sound of a chord progression?

What are the differences between consonance and dissonance in harmony?

How can you identify the historical period of a piece of music based on its style and characteristics?

What are some common features of Baroque music, and which composers are associated with this period?

What are the defining characteristics of 20th-century music, and how did composers experiment with new techniques?

Can you identify the cultural influences in music from the Classical period?

What is the significance of rhythm and tempo in conveying the mood of a piece of music?

How can you compare and contrast the use of instruments in different musical genres or periods?

Questions you can ask your child about their learning

What theme or concept have you chosen for your personal investigation in photography, and why did you choose it?

Can you describe how your personal style has emerged through your photographic work?

Which photographers or artists have inspired you, and what specific aspects of their work have you incorporated into your own photography?

How have you used research to inform your work? Have you explored different genres, styles, or techniques in your project?

How do you approach the composition of your photographs? What are the key principles you follow (e.g., rule of thirds, symmetry, framing)?

What impact does the angle or perspective of your shot have on the message or feeling of the photo?

Can you explain how you use your camera settings (shutter speed, aperture, ISO) to control exposure and depth of field?

What type of lighting do you typically use in your work, and how does it affect the mood or tone of your photos?

How have you experimented with different photographic techniques or effects (e.g., long exposure, multiple exposures, shallow depth of field)?

Have you explored using alternative processes or styles (e.g., black-and-white photography, mixed media, digital manipulation)?

How do you use Lightroom to enhance your photos? What adjustments do you typically make?

How do you decide which photos need editing, and which ones are best left untouched?

Looking at your portfolio, what are the strongest photographs, and why do you think they stand out?

How do you evaluate the success of your work? What feedback have you received and how have you used it to improve your photos?

How are you preparing for your final exam project? Have you decided on a particular concept or technique to focus on?

What strategies will you use to manage your time effectively during the exam to create your best work?

How are you organising your portfolio to showcase your photographic journey?

What kind of images will you include?

What do you think makes your portfolio stand out? How does it reflect both your technical ability and your creative vision?

Questions you can ask your child about their learning

Can you explain the functions of the cardiovascular system and how it supports physical activity?

What is the role of the respiratory system during exercise, and how does it change when you increase physical activity?

How do muscles work in pairs to produce movement? Can you explain the role of antagonistic muscles?

What is the difference between aerobic and anaerobic exercise, and how do they impact the body?

How does the skeletal system support movement during physical activity? What role do joints play?

Can you describe the energy systems in the body and how they are used during different types of exercise?

What are the key principles of training (e.g., overload, progression, specificity), and why are they important for improving fitness?

How can you design a fitness programme that targets cardiovascular fitness, strength, and flexibility?

What is the difference between interval training and continuous training, and when would each be used?

What are the benefits and risks of overtraining, and how can you avoid it?

How does warm-up and cool-down help prevent injury and improve performance?

What are the different types of muscle contractions (isotonic, isometric), and when are they used in physical activities?

How does diet influence performance in sports, and what are the roles of carbohydrates, proteins, and fats?

What is the importance of hydration during physical activity, and how can dehydration affect performance?

What is body composition, and why is it important for athletes?

Can you explain the concept of a balanced diet for an athlete and what types of foods should be included?

What are the different types of injuries that can occur during physical activity, and how can they be prevented?

What are the physical and psychological benefits of regular exercise, and how do they improve overall health?

Questions you can ask your child about their learning

What is psychology, and how is it different from other sciences like biology or sociology?

Can you explain the difference between nature and nurture in terms of psychological development?

What is the scientific method, and how is it used in psychological research?

What are the key ethical considerations in psychological research, and why are they important?

Can you explain the difference between qualitative and quantitative research methods and give examples of each?

How do the central nervous system (CNS) and peripheral nervous system (PNS) work together to control behaviour?

What is the role of neurotransmitters in behaviour, and can you give examples of specific neurotransmitters and their functions?

How does the endocrine system influence behaviour, and what is the role of hormones like adrenaline and cortisol?

What is the fight or flight response, and how does it affect the body during stressful situations?

Can you describe the structure and functions of the brain, including key areas like the cerebral cortex and limbic system?

What are the main types of memory (e.g., sensory memory, short-term memory, long-term memory) and how do they work?

Can you explain the Multi-Store Model of memory, and how do the different stores interact with each other?

What is the Working Memory Model, and how does it explain how we process and store information?

What is the role of interference and retrieval failure in forgetting?

How do factors like anxiety or leading questions influence the accuracy of eyewitness testimony?

What are the key factors that influence conformity, and can you explain how social pressure can lead to conforming behaviour?

What is obedience, and what factors did Milgram's experiment identify that influence levels of obedience?

What is the bystander effect, and why do people sometimes fail to help others in emergencies?

Questions you can ask your child about their learning

What is the cosmological argument for the existence of God, and what are its strengths and weaknesses?

Can you explain the teleological argument and how it supports belief in God?

What is the problem of evil, and how do different philosophers respond to this challenge to belief in God?

What is the design argument, and how do atheists and theists differ in their views on the complexity of the universe?

How do religious experiences (e.g., miracles, visions) serve as evidence for the existence of God?

What is the concept of free will, and how does it relate to the existence of an all-powerful, all-good God?

What are the key teachings about the nature of God in Christianity, including the concept of the Trinity?

How do Christians interpret the teachings of Jesus about love, forgiveness, and helping others?

What are the Five Pillars of Islam, and how do they guide a Muslim's life and practice?

How do Muslims view the concept of God (Allah) and His attributes in Islam?

What is the importance of the Qur'an in Islam, and how is it used in the daily lives of Muslims?

What does the concept of salvation mean in Christianity, and how do different Christian denominations understand it?

What are the main arguments for and against abortion from a religious perspective?

How do different religions view euthanasia, and what are the ethical principles involved in the debate?

What is the role of forgiveness in Christian teachings, and how does it affect attitudes towards justice and punishment?

What is the concept of justice in Islam, and how do Muslim teachings guide the legal system and personal behaviour?

How do different religious traditions view environmental stewardship and the responsibility to protect the Earth?

What are the ethical views of various religions on the issue of poverty and helping the less fortunate?

Questions you can ask your child about their learning

What is the process of photosynthesis, and why is it crucial for plants and the environment?

Can you explain the role of enzymes in digestion, and how temperature and pH affect their activity?

How do the circulatory and respiratory systems work together to supply oxygen to the body's cells?

What is the role of the kidneys in maintaining homeostasis, and how do they filter blood?

Can you explain how genetic variation occurs through sexual reproduction and how this impacts evolution?

What are the different stages of the cell cycle, and what happens during each stage (e.g., mitosis)?

What is the difference between ionic and covalent bonds, and how do these bonds affect the properties of substances?

How do you calculate the relative atomic mass of an element using isotopes?

What factors affect the rate of a chemical reaction, and how can the reaction rate be increased or decreased?

What is the difference between an endothermic and exothermic reaction, and can you give examples of each?

How does the pH scale work, and how do acids and bases react in neutralisation reactions?

What is the process of electrolysis, and how is it used in extracting metals from ores?

Can you explain Newton's three laws of motion, and how do they apply to everyday situations?

What is the difference between kinetic and potential energy, and how is energy conserved in different systems?

How do different materials conduct heat, and how is heat transferred through conduction, convection, and radiation?

What is Ohm's Law, and how do you calculate the current, voltage, and resistance in a circuit?

How does the law of conservation of energy apply to practical situations, such as in roller coasters or a falling object?

What are the differences between longitudinal and transverse waves, and how do they transfer energy?

Questions you can ask your child about their learning

What is sociology, and how does it differ from other social sciences like psychology or economics?

Can you explain the concept of socialisation and why it is important in shaping individuals' behaviours and attitudes?

What is the difference between primary and secondary socialisation, and can you give examples of each?

How does the process of social control work, and what are some of the mechanisms used to enforce conformity?

What is the role of agencies of socialisation (e.g., family, media, education), and how do they influence individuals?

What is the difference between ascribed and achieved status, and can you provide examples of each?

Can you explain the concept of social inequality and how it manifests in areas like class, gender, and ethnicity?

What is social stratification, and how does it affect individuals' access to resources like wealth and education?

How do functionalists and Marxists view the role of social institutions in society?

What is the significance of social mobility, and how does it differ in different social classes or societies?

What are the key functions of the family in society, according to different sociological perspectives?

How have family structures in the UK changed over time, and what are some of the key factors driving these changes?

What is the difference between nuclear, extended, and single-parent families, and how do these structures impact society?

How do sociologists view the role of gender in family roles and relationships?

What are some of the debates around the role of women in the family and the workplace?

What are the key functions of the education system in society, and how do sociologists explain its role?

What is the relationship between social class and educational attainment, and what are some reasons for these inequalities?

Can you explain the concept of the 'hidden curriculum' and how it influences students beyond the formal curriculum?

Vocational and BTEC courses

Questions you can ask your child about their learning

Can you explain the structure of your vocational/BTEC course? What are the main components, such as practical tasks, coursework, and exams?

What practical tasks or projects have you worked on during the course? How did you approach these tasks?

Can you describe a recent assignment you completed? What did you do, how did you approach it, and how did you meet the assessment criteria?

What technical tools, software, or equipment have you worked with, and how confident are you in using them?

How do you ensure that the work you produce is of a high standard, whether it's a practical project, a report, or a presentation?

What are the key theories, concepts, or models you have learned in your course, and how do they relate to your practical work?

Can you explain the assessment criteria for your coursework and assignments?

How do you ensure your work meets these requirements?

How are you preparing for your written exams or assessments? Are you using any revision guides, practice papers, or online resources?

What feedback have you received on your coursework or assessments? How are you using it to improve performance in future work?

What strategies are you using to balance the theoretical knowledge and the practical skills required for the exam?

How do the topics you've studied in your vocational course relate to real industries or careers? Can you give an example?

How do the skills and knowledge you're gaining help you solve problems or improve performance in your practical work?

What steps do you take to plan and organise your projects to meet deadlines and stay on track?

How do you manage group projects or team-based assignments? What role do you typically take, and how do you ensure the team works effectively?

What are some areas where you feel less confident, and what steps are you taking to address these gaps in your knowledge?

Are there any specific skills you want to develop further before the exams? How are you working on improving them?

Are there any certifications or qualifications you could pursue after completing your BTEC or vocational course to enhance your employability?

What are some areas where you feel you've grown the most during this course, and what do you still hope to achieve before the exams?



Key dates

Date	What
Thursday 22 October 2026	Open evening
Monday 26 – Thursday 29 October 2026	October half-term intervention (invitation only)
Monday 4 – Friday 22 January 2027	PPE 2 window
Thursday 4 February 2027	Year 11 Parents' Evening

Summer exams

GCSE exam dates are set by the exam boards, and your child's own timetable will list every paper. The exam series runs from May, and the pre-exam briefings with subject experts run from May to June.

On exam days: aim to be in school for 8.00am. Morning exams start at 8.45am. Afternoon exams start at 1.15pm. Breakfast is available.

Write your child's exam dates on the next page as soon as you have their timetable, and put them in the family calendar.



My exam timetable

Morning exams start at 8.45am (be in school for 8.00am). Afternoon exams start at 1.15pm.

Date	AM or PM	Subject and paper	Notes

- ☐ Equipment packed the night before: clear pencil case, black pens, scientific calculator, pencil, ruler, protractor, rubber



Questions for school, things to remember, things that are working.



Questions for school, things to remember, things that are working.



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