



**Alsoop
High School**

Achieving Excellence Together

AMBITION

RESPECT

COMMUNITY

**WELCOME TO THE
YEAR 11
STEP TO SUCCESS EVENING**

Welcome from the Executive Principal



**Alsop
High School**
Achieving Excellence Together



Mr. Kerfoot

AMBITION

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Our Mission and Values



**Also
High School**

Achieving Excellence Together



**Also
High School**

Achieving Excellence Together

WELCOME TO ALSO HIGH SCHOOL

**ACHIEVING
EXCELLENCE
TOGETHER**

AMBITION

We will create a community based on kindness and aim to provide the best possible experience for every child and focus all our energies on creating confident, compassionate and creative young people ready to go out and make their mark on the world.

RESPECT

We will be relentless about securing the very best outcomes and destinations for the students in our care and will deliver a broad and enriched curriculum that leads to our students leaving with the skills to thrive in the 21st century.

We will base all our work on the belief that every child can succeed with the right support.

COMMUNITY

We will be a successful school in the heart of the Walton community it has served for over 100 years and staff, students and parents will all feel proud to belong to the school. We will be the best employer we can be and be a beacon school for staff workload and wellbeing.

Our Values: Ambition Respect Community

AMBITION

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Aims of the Evening

- **Introduce you to key staff and give you an overview of how we will all support Yr 11 in this crucial year and your role as parents and carers.**
- **Provide an overview of key dates and information for you**
- **Provide you with the opportunity to ask questions**



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Why is great attendance so vital?

- **A child who is absent a day of school per week misses an equivalent of two years of their school life**
- **90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all**
- **Students should arrive at school for 8.20am every day unless the reason for being late or absent is absolutely unavoidable**

Minutes late per day	Lost days of teaching in a year
5 minutes	3 days
10 minutes	6 days
15 minutes	9 days

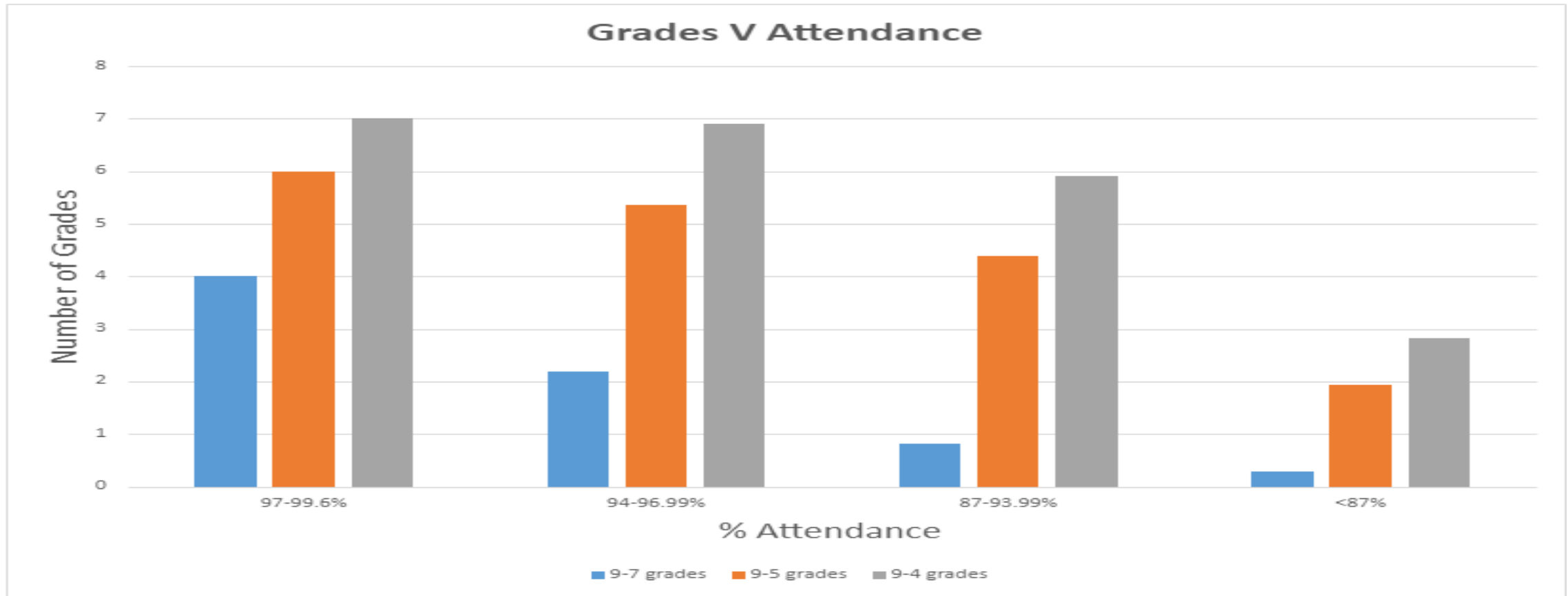
Attendance in one school year	Equivalent Days	Equivalent Weeks	Equivalent Lessons Missed
95%	9 Days	1.4 Weeks	45 Lessons
90%	19 Days	3.4 Weeks	95 Lessons
85%	29 Days	5.4 Weeks	145 Lessons
80%	36 Days	7.1 Weeks	180 Lessons
75%	48 Days	9.3 Weeks	240 Lessons

Attendance Expectations



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- For a student to achieve they must attend school and all lessons – we cannot teach an empty chair
- There is a direct correlation between attendance and attainment:



Behaviour Expectations



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- Be Ready. Be Respectful. Be Safe. These three principles underpin everything that is done at Alsop High School
- **Be Ready** – punctual, equipped, ready to learn, ready to engage with the lesson content, ready to be told how to improve and to make the appropriate steps to do this
- **Be Respectful** – speak and treat others, students and staff, how we ourselves would wish to be treated. Respectful of the school environment. Being respectful to the learning of those around you.
- **Be Safe** – be where you are supposed to be; correct lesson, on time, every day. All students have timetables which need to be followed so that we know where students are at all times.
- For all students to achieve they must be in lessons and fully engaged. If a student fails to follow the expectations of staff then the Positive Behaviour Policy will be applied which may result in a student being removed from their lesson. Where this happens students will be provided with work to either complete within the Supervision Room or the Reflective Learning Centre.

How we are supporting your child



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- Amended role of Progress Leaders to track and monitor the progress your child is making
- All Year 11 students have a member of staff assigned to them as a mentor
- Period 6 Intervention sessions every evening
- Pacing plans for each class in each subject
- Weekly progress checks with Heads of Faculty and class teachers
- Fortnightly progress check for Heads of English and Maths with School Principal and Vice Principals
- Targeted cohort support
- Every Lesson Every Day – SLT visiting Year 11 lessons
- Target 5 – class teachers providing additional support within lessons
- Use of online platforms to support with Homework
- Ongoing staff CPD

Period 6 Interventions



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Period 6 is a compulsory intervention period at the end of the school day. The focus is on the core subjects of English, Maths and Science. With EBACC subjects and subjects that require coursework completion working together for the students to attend the most appropriate subject.

Day	Subject
Monday	Maths
Tuesday	English
Wednesday	Science
Thursday	History/Geography/Spanish
Friday	BTEC/Coursework Catch Up

How you can support your child



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Do

- Discuss with your child what will be involved in the revision period and what your role could be.
- Provide the environment necessary for success. Students need a place to revise which is quiet, calm and comfortable. Probably the most important is quiet, tidy room.
- Respond positively when they ask for help. Ask exactly how you can help and if you can't help immediately, say when it's convenient.
- Give plenty of praise and encouragement. Point out what they are good at. Tell them daily what they do well. Stay calm and don't expect too much.
- Point out what they have done well if you look at their work. Don't dwell on the errors
- Keep them well supplied with food and drinks.
- Keep a low profile.
- Be prepared to listen when they want to talk about problems as everything becomes more emotional and heightened during the exam period.
- Encourage them to take regular breaks during long periods of revision.
- Encourage morning revision when the brain is more receptive and discourage studying right up to bedtime.

How you can support your child



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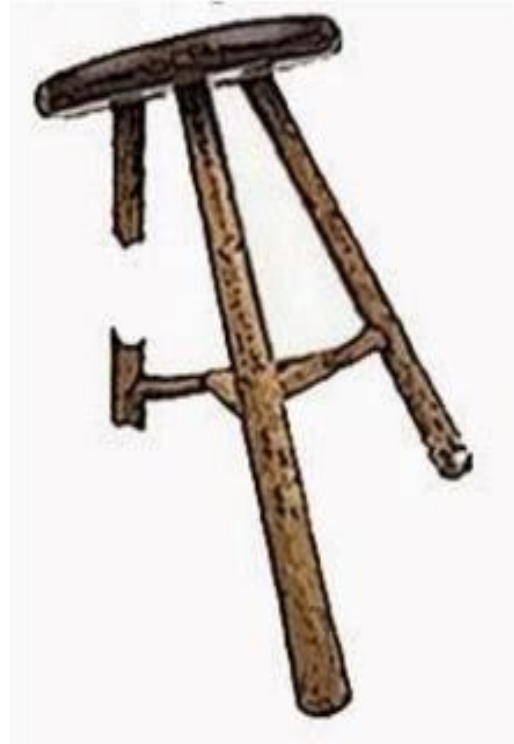
Don't

- Make comparisons with brothers, sisters, friends and so on.
- Unintentionally add to their worries by constantly mentioning the exams.
- Relate too much to when you were sitting exams at school or how you did your revision.
- Worry if their revision techniques seem strange or unusual.
- Make a battle out of whether or not they listen to music when doing their revision.
- Distract them unnecessarily.
- Expect them to study all the time as taking some time out to relax will have a positive effect on their work.
- Join in the general anxiety; be a picture of serene confidence.

The power of partnership, communication and support



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Real partnership between the school, student and parents.

If one aspect of that partnership is missing things will begin to wobble and fail

Revision and Study Skills



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- The best approach to revision is **little and often**.
- The recommended amount of time to spend on revision tasks is 20 minutes with a 10 minute break in between.
- You should be aiming to do an hour a day, broken up into 3 x 20 minute revision sessions, each followed by a 10 minute break.
- **20 mins revision → 10 min break → 20 mins revision → 10 min break → 20 mins revision**
- Make sure you stick to your timings for both the work and breaks. However, remember that the time starts when you start actually doing the task, not getting your work organised to start!

Exam Protocols - The Basics



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**All students are given an exam timetable in advance of the exam.
This clearly identifies:**

- The date of their exam
- The subject and paper
- The venue
- The time
- Their seat number
- This is a key resource and must be kept safe

Exam Protocols - Expectations



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All students must adhere to the following expectations outlined by the exam's regulator JCQ:

- Students must remove all coats, hats, scarves during an exam
- Ear pods, watches and mobile -phone are strictly forbidden.

Any student found with a mobile in the exam venue will be reported to JCQ and risks their paper and all other papers being ungraded.

- Students must remain in silence whilst in an exam venue.

Any student found talking or disrupting an exam will be reported to JCQ.

Exam conduct and protocols are fundamental, and it is our legal obligation as an approved exam's center to ensure that these are adhered to rigorously.

Exam Protocols – Access Arrangements



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All access arrangements for exams must be decided by a qualified assessor and a formal request for access arrangements is the submitted for approval to JCQ.

Access arrangements cannot be carried out on an ad hoc basis. They identify the provision that the student needs to access the paper. This must be planned carefully.

Requests for smaller venues or alternative venues will not be accommodated unless a formal assessment has taken place, and the relevant confirmation has been received by JCQ.

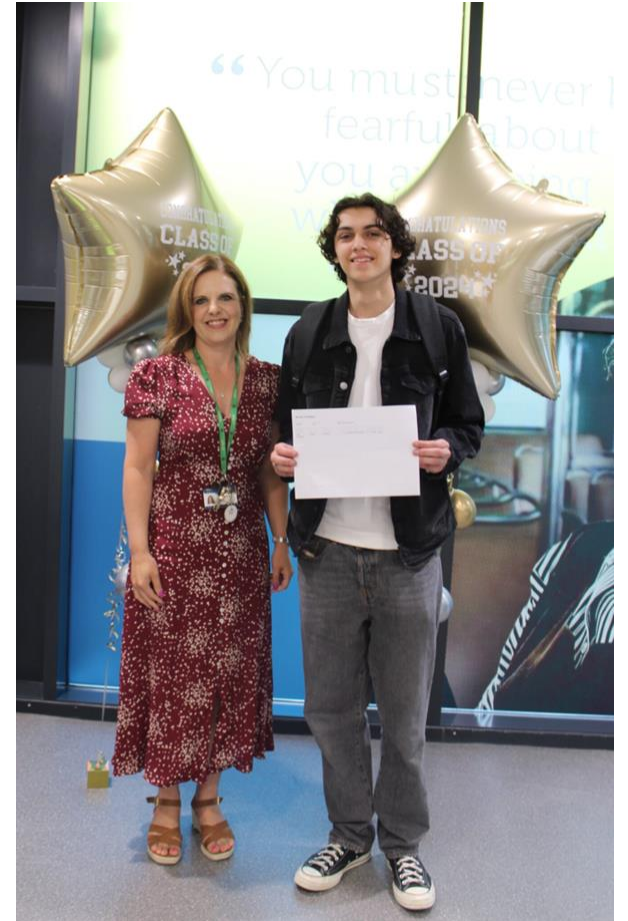
All student with access arrangements will meet with the exams officer prior to the exam so their exam provision is explicit.

Sixth Form at Alsop



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- Our students continue to demonstrate strong progress and growth.
- We are proud of their ongoing commitment to excellence, both academically and personally.
- We know our students and how best they learn, making the transition to A Level and Level 3 qualifications, a smooth and productive transition



Sixth Form at Alsop



ALSOP HIGH SCHOOL

Opportunities Abound!

Our students' learning journey goes beyond the classroom, embracing diverse experiences that help them grow holistically.



We foster a strong sense of belonging with an inclusive environment where every student feels valued and part of our thriving community.



Sixth Form at Alsop



ALSOP HIGH SCHOOL



- ❑ Over 85% of the Class of 2024 progressed to university!
- ❑ An increasing number of our students are securing places at the UK's most prestigious universities.
- ❑ Many more have embarked on impactful and rewarding careers through employment and apprenticeships.

Upcoming Events / Key Dates:



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- Sixth Form Open Evening – Thursday 3rd October
- Sixth Form Taster Day – Thursday 19th December
- Careers Fair – Tuesday 4th March
- Deadline for Sixth Form Applications – End of March

GCSE – English – Mrs Morley Head of English



AQA GCSE English Language

Paper 1: Explorations in Creative Reading and Writing (1 hour and 45 minutes)

Section A: **Reading Questions on 20/21st Century Fiction Text**

Section B: **Creative Writing Task**

Paper 2: **Writers' Viewpoints and Perspectives** (1 hour and 45 minutes)

Section A: **Reading Questions on 19th or 20/21st Century Non-Fiction Texts**

Section B: **Viewpoint Writing Task**



AQA GCSE English Literature

Paper 1 40%

Paper 2 60%

Section A:
Shakespeare
'Romeo and Juliet'

Section B:
19th Cent Prose
'A Christmas Carol'

Section A:
Modern Texts
'An Inspector Calls'

Section B:
Anthology
poetry.

Section C:
Unseen
Poetry

**Total exam time:
1 hour and 45 minutes**

**Total exam time:
2 hours and 15 minutes**

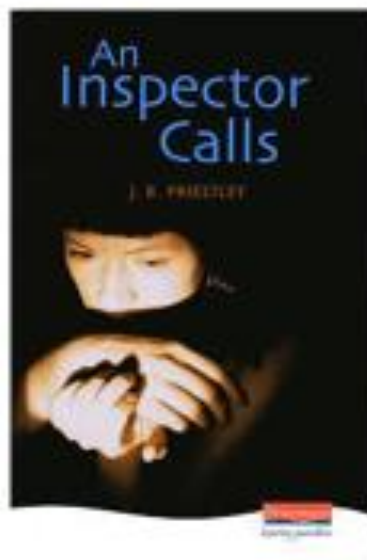


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Key learning habits for success in this subject

1. Active Reading
2. Text marking and Annotation
3. Adhering to the Deconstructed Essay model
4. Conscious Crafting
5. Editing and Redrafting

- *Engage in Class Discussions*
- *Investigate Writer's Intentions*
- *Study of Literary Techniques*
- *Make Time for Revision*



What can I do to support my child?

- Encourage your child to re-read the literature texts or read them yourself. They should all have annotated copies of the following texts by the end of Year 11-
A Christmas Carol, Romeo and Juliet, An Inspector Calls and Poetry Anthology.
- Use the **Knowledge Organisers** for key Literature texts and ask your child to explain the plot, characters and events to you. Go over these regularly and focus on the ones they struggled to recall and articulate.
- Encourage your child to **attend Lesson 6 after school**. These lessons are designed to cultivate resilience in your child to face the academic rigour that's expected of them in the exams and carry the importance of revisiting key areas of learning.
- Encourage your child to become proficient in analyzing literary techniques that will be used in everyday lessons. There are plenty of **revision websites** that teachers recommend for effective retrieval of subject terminology and context.

Key reading and links to revision



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'A Christmas Carol' - <https://www.gutenberg.org/files/46/46-h/46-h.htm>

'Romeo and Juliet' - http://shakespeare.mit.edu/romeo_juliet/full.html

Revision and model essays can be found: [AQA English Revision](#)

<https://www.aqaenglishrevision.com/>

Useful websites: Excellent advice for writing:

<http://www.englishbiz.co.uk/>

Excellent support & revision for sentence construction: <http://www.bbc.co.uk/skillswise/game/en30stru-game-make-a-sentence> Support & revision for punctuation/grammar:

<http://www.curriculumbits.com/resources/english/>





GCSE Maths

Mr McCallan – Head of Maths

- Two year curriculum cycle across Year 10 and 11
- BUT the skills we apply in Maths are made up of 'Building Blocks' of topics from Key Stage 3
- At GCSE the emphasis is on using your knowledge to apply many of these skills in a range of contexts
- We focus on scaffolding this knowledge to help students achieve their full potential
- The biggest barrier students face is not securing these Building Blocks making their Year 10 and 11 GCSE content more difficult

Sparx – Homework Platform



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- Weekly Homework – set on a Friday, due on Thursday
- Mixture of recent and revision topics
- Every topic has helpful videos which support students when they find a question difficult
- If students find a question difficult – Sparx will give them more specific questions on that topic to 'scaffold' their learning
- Extra support is available in school and the library provide computer access for students

Sparx Maths

Sparx – Homework Platform



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- Independent revision
 - Students were given individual revision plans based on their summer exams
 - These highlight priority topics for them to revise (Building Blocks for GCSE)
 - Every topic has a Sparx code so they can find it easily on the site
 - If you require a new copy please request this from their class teacher

Sparx Maths

Exam Structure



Three Maths exams - all equally weighted

- P1 Thursday 15th May AM – non calculator
- P2 Wednesday 5th June PM – calculator
- P3 Wednesday 11th June AM - calculator

- All will be 1 hour 30 minutes
- All will be a mixture of topics

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



Tiering in Maths

- Maths has two tiers of entry – Higher and Foundation
- We will choose the most appropriate tier for each individual student to maximise their chances of success
- Higher (Grades 3-9)
 - Grade 4 (2024) 61 marks out of 240 (25%)
- Foundation (Grades 1-5)
 - Grade 4 (2024) 131 marks out of 300 (44%)

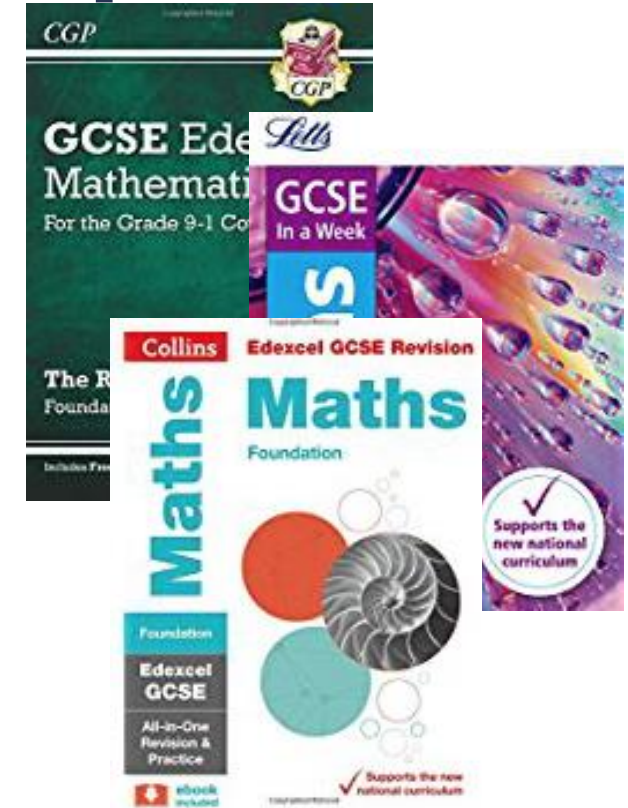
Steps to Success



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- Attendance and Punctuality
- Homework - rehearse and practice mathematical skills
- Exam Practice
- Independent Practice
- Question Level Analysis Feedback

Sparx Maths



Supporting Learning



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- Sparx Maths
<https://www.sparxmaths.uk/>
- Corbett Maths GCSE 5-a-Day
<https://corbettmaths.com/5-a-day/gcse/>
- Maths Genie
<https://www.mathsgenie.co.uk/>
- Contact Mr McCallan (Head of Maths) on:
k.mccallan@ahs.omegamat.co.uk

GCSE Science - Mrs Bohan – Head of Science



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Type of qualification

GCSE Science Qualifications received will be 2 GCSE Science grades 9-1

How it's assessed – 6 examination papers

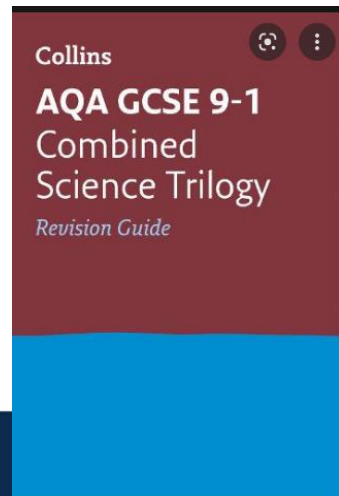
- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.

Key learning habits for success in this subject

- Knowledge organisers for scientific terminology
- Examination preparation booklets for each Paper/discipline to help with examination practice and retrieval.
- All students have a Combined Science revision guide
- Weekly Revision schedule linked to revision guide
- Success plan outlining all assessments
- After school intervention sessions with your teacher which revisit all required practical components





Key Dates for Year 11

Mrs Phillips - Year 11 Progress Leader

- Monday 7th October – 6-week revision countdown to pre-public examinations
- Thursday 10th October – National Reading Group Test
- Thursday 24th October – KS4 Awards Evening
- Monday 18th November – Pre-public examinations start for two weeks
- Thursday 9th January – Yr11 Parents Evening
- Monday 3rd February - 6-week revision countdown to pre-public examinations
- Monday 10th March – Pre-public examinations start
- Tuesday 6th May – GCSE exams start

Exam Boards – Mrs Phillips



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Subject	Number of Exams	Exam Board
English Language	2	AQA
English Literature	2	AQA
Maths Higher Tier	3	AQA
Maths Foundation Tier	3	OCR
Science	6	AQA
History	3	OCR
Psychology	2	Pearson / Edexcel
Sociology	2	AQA
Geography	3	AQA
Music	1	AQA
Design Technology	1	AQA
Hospitality	1	WJEC
Spanish	3	AQA
Sport	1	NCFE
Art	1	AQA

How will we communicate with you?

- Fortnightly newsletter - Digital format SWAY - “The Alsopian”
- Texts
- Emails
- Calls
- Notes in planners
- Parents Evenings
- Reports once per year
- The Bromcom app is vital (There are staff here to help you with this tonight)



AMBITION

RESPECT

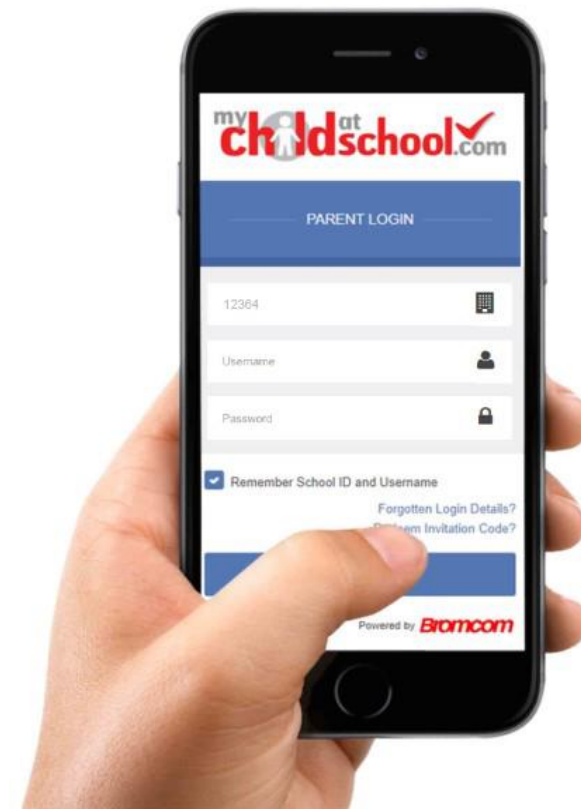
COMMUNITY

Mr Kerfoot - How should you communicate with us?



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Firstly, please always communicate calmly.





Thank You
FOR ATTENDING OUR
EVENT