



Welcome to
Year 11
Information Evening
2021

GROW

Proud to be inspired to **ACHIEVE** amazing things

Proud to **CARE** for our school and our planet

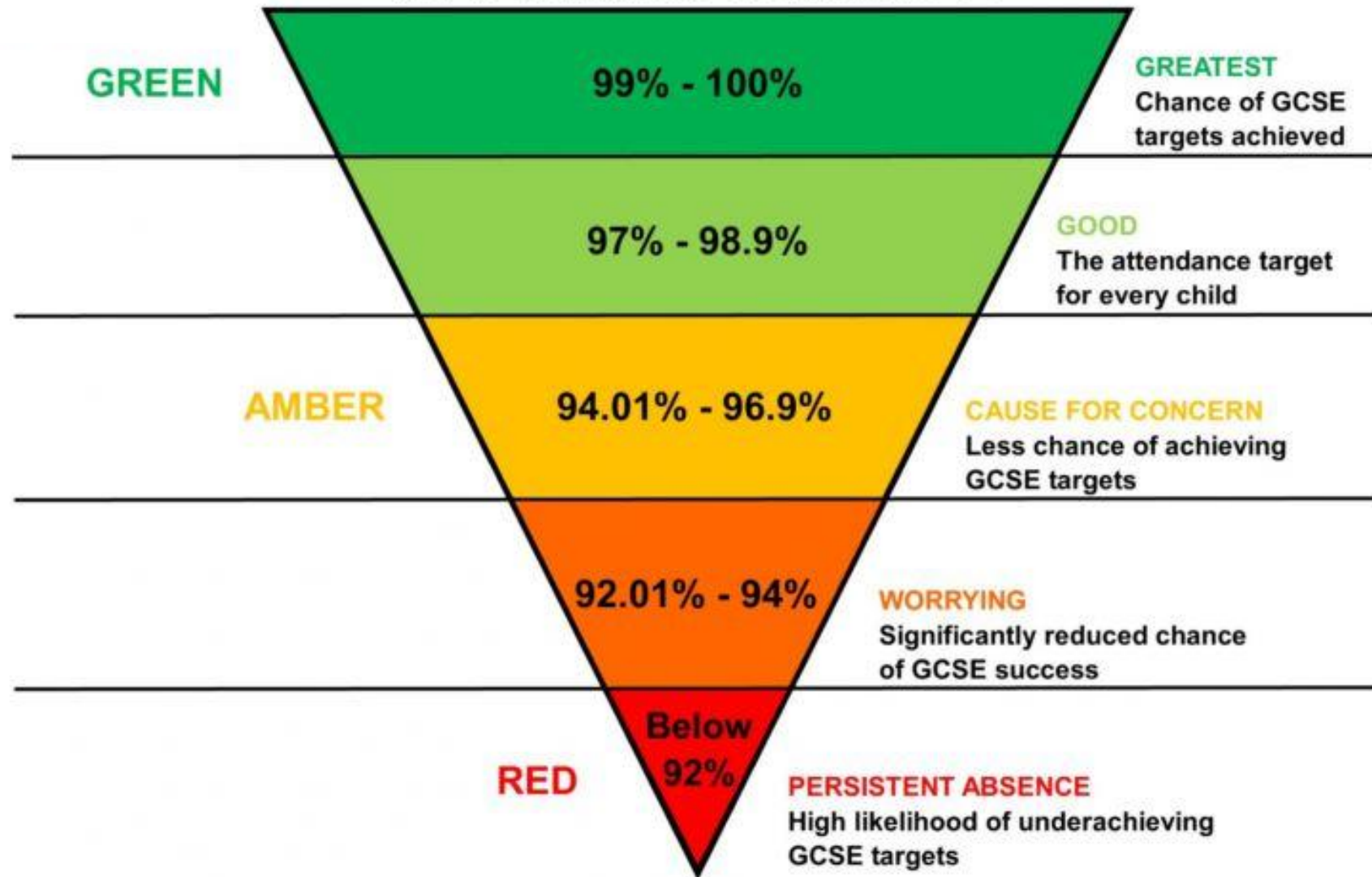
CARE

Proud to **GROW** happy and successful people

PROUD TO **GCA**



ATTENDANCE TRIANGLE





MINUTES LATE

IMPACT ON YOUR ATTENDANCE IN A YEAR

5 MINUTES A DAY =

3.4 days
98.4% attendance

10 MINUTES A DAY =

6.9 days
97.6% attendance

15 MINUTES A DAY =

10.3 days
94.6% attendance

20 MINUTES A DAY =

13.8 days
92.9% attendance

30 MINUTES A DAY =

20.7 days
89.2% attendance

school and our planet

ful people

CA

GRO

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GROW

Prou

ACHIE

DAYS OFF
COST
GOOD
GRADES



RESEARCH SUGGESTS THAT FOR EACH 17 DAYS MISSED FROM SCHOOL, YOUR GCSE RESULTS WILL GO DOWN ONE GRADE!

Be Accountable - Attendance Matters
Attend Today, Achieve Tomorrow

RE for our school and our planet

gs

and successful people

UD TO

GCA

Uniform

<https://garstangcommunityacademy.com/parents/uniform>

The
Uniform & Leisurewear
• COMPANY •



Incorrect Uniform

Students must wear correct uniform everyday. In exceptional circumstances, where this is not possible, the student must bring a note from home explaining the reason and the **short** time frame required to correct the issue.

No explanation from home and/or an unacceptable length of time before anticipated correction, will result in students losing their breaks and lunchtimes until an acceptable solution has been arrived at.

Mobile Phones

Mobile phones must remain switched off and in bags on school grounds – both inside and outside the school buildings. Mobile phones must not be in blazers, trousers etc. even when switched off.

Purpose

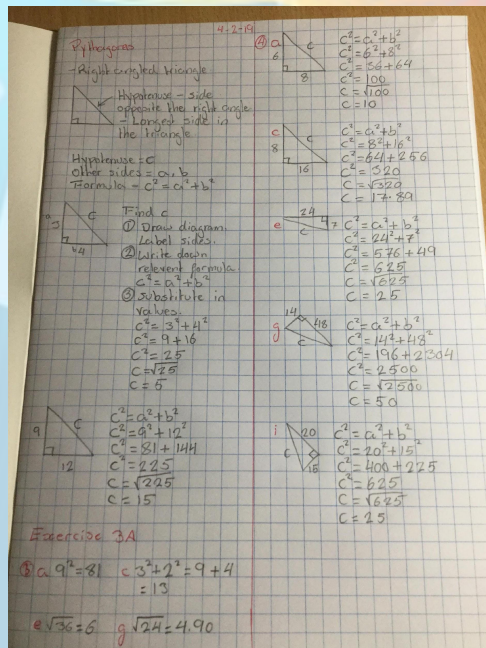
- To support our behaviour management policy, which aims for outstanding behaviour and safety of students across the school.
- To safeguard the safety of our students, staff and visitors.
- To create an environment which students are not over-reliant on mobile/electronic technology during the school day.



Behaviour for Learning

Student MUST always:

- Be **punctual** for school and for lessons throughout the day.
- **Care** about **their appearance** and make sure they follow the uniform policy.
- **Care** about their **behaviour** and how it impacts on others at all times.
- **Care** about the **appearance and content of work** produced.



G. C. A.

Challenge Apply/Assess

Student MUST always:

- Formulate **challenging goals** and **ambitions** and **work hard** to achieve them.
- Engage in and take responsibility for their own learning by **participating fully in learning** activities in the classroom - there can be no passengers.
- Enter the classroom in a calm, quiet and **purposeful** manner.
- Find and complete the 'Go Task' immediately on entry into the classroom.



Student **MUST** always:

- Remain **fully engaged** in their own learning for the duration of every lesson – conversations, should they occur, should be centred around learning and not social interactions.
- **Think** about answers to all questions asked, and to answer questions when they are directed to them.
- **Ask questions** to further understanding and/or clarify understanding in an appropriate way.



" EDUCATION IS NOT
THE LEARNING OF FACTS,
BUT TRAINING THE MIND
TO THINK. "
- ALBERT EINSTEIN

Photograph by: Tanmay Vora | QAspire.com | Flickr.com/photos/tnvara



"Learning happens when people
have to **think hard** "

Professor Brian Coe, 2013

Student MUST always:

- Engage in and take **responsibility for their own learning** by completing set class work in an appropriate time and to the **best of their ability**.
- Engage in and take responsibility for their own learning by **completing set homework** on time and to the **best of their ability**.
- Be proud to **Grow, Care** and **Achieve**



Challenge

Proud to G.C.A
Grow . Care . Achieve

Rewards

Teachers will put reward points on School Synergy

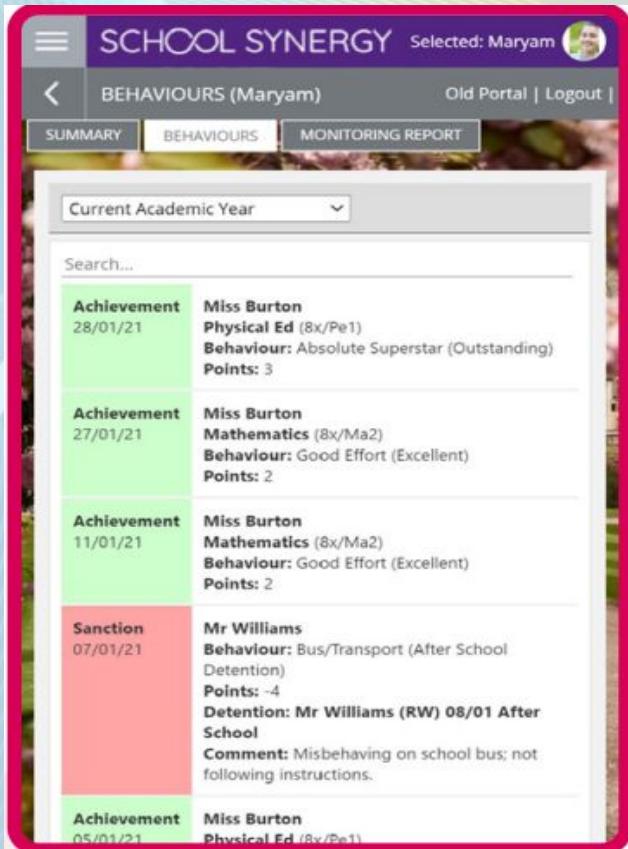
Termly reward celebration events e.g. end of year trip to the Pleasure Beach

Two awards assemblies per year

School Synergy

Parent Portal

The Parent Portal is a single place where you can view school information for one or more children. You view attendance, behaviour and achievements, parent letters, school calendar, parent communication, homework and more.



SCHOOL SYNERGY Selected: Maryam

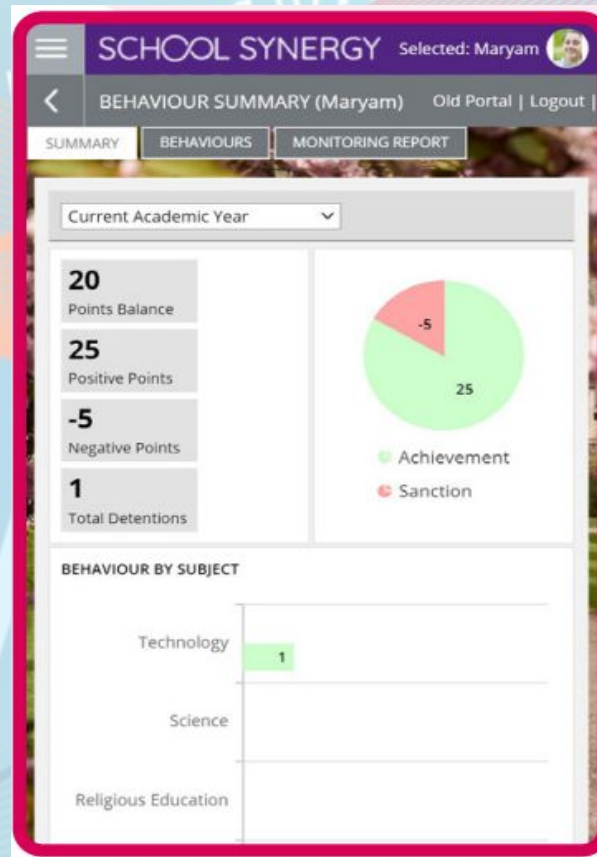
BEHAVIOURS (Maryam) Old Portal | Logout

SUMMARY BEHAVIOURS MONITORING REPORT

Current Academic Year

Search...

Achievement 28/01/21	Miss Burton Physical Ed (8x/Pe1) Behaviour: Absolute Superstar (Outstanding) Points: 3
Achievement 27/01/21	Miss Burton Mathematics (8x/Ma2) Behaviour: Good Effort (Excellent) Points: 2
Achievement 11/01/21	Miss Burton Mathematics (8x/Ma2) Behaviour: Good Effort (Excellent) Points: 2
Sanction 07/01/21	Mr Williams Behaviour: Bus/Transport (After School Detention) Points: -4 Detention: Mr Williams (RW) 08/01 After School Comment: Misbehaving on school bus; not following instructions.
Achievement 05/01/21	Miss Burton Physical Ed (8x/Pe1)



SCHOOL SYNERGY Selected: Maryam

BEHAVIOUR SUMMARY (Maryam) Old Portal | Logout

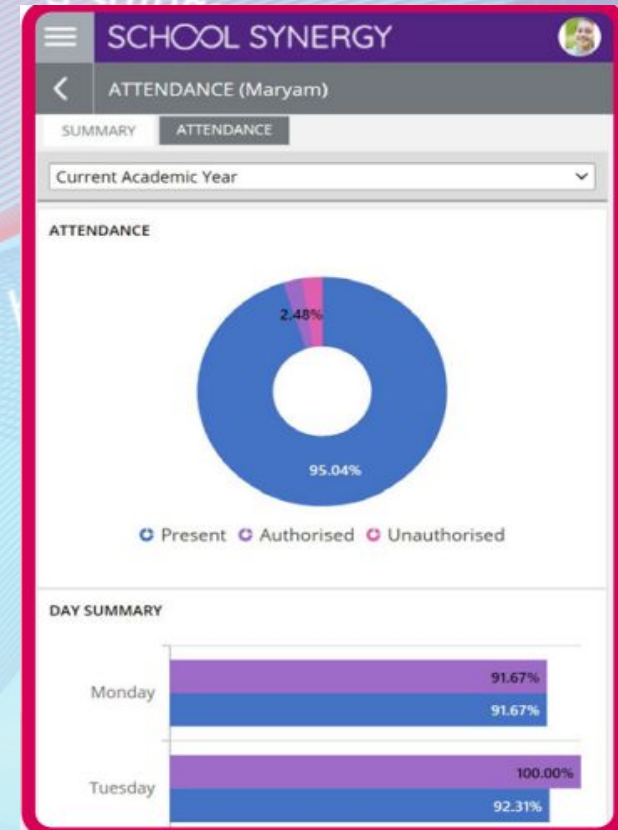
SUMMARY BEHAVIOURS MONITORING REPORT

Current Academic Year

20 Points Balance	<p>Achievement: 25 Sanction: -5</p>
25 Positive Points	
-5 Negative Points	
1 Total Detentions	

BEHAVIOUR BY SUBJECT

Technology	1
Science	
Religious Education	



SCHOOL SYNERGY Selected: Maryam

ATTENDANCE (Maryam) Old Portal | Logout

SUMMARY ATTENDANCE

Current Academic Year

ATTENDANCE

Present: 95.04%
Authorised: 2.48%
Unauthorised: 2.48%

DAY SUMMARY

Monday	91.67%
Tuesday	92.31%

Please check Synergy daily if possible.

School Website

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The screenshot shows the top navigation bar of the Garstang Community Academy website. It includes a search bar and a menu with the following items: Y6 Transition, Term Dates, OFSTED Report, Calendar, Keep Me Safe, Vacancies, OUR SCHOOL, INFORMATION, LEARNING, SCHOOL LIFE, PARENTS, CONTACT US, and REMOTE LEARNING. Below the navigation bar is a large banner image of a young woman with glasses smiling while working on a laptop. On the left side of the banner is the school's crest, which features a red lion rampant above a shield with blue and white wavy patterns and a red flower. The text 'GARSTANG COMMUNITY ACADEMY' is written across the shield. At the bottom of the banner, the text 'WELCOME TO GARSTANG COMMUNITY ACADEMY' is displayed in large, white, bold letters.



Garstang Academy
@GarstangAcadem

The key to a successful year 11

1. Have a clear overview of the assessment calendar and know the importance of each assessment window

Mock Exams 1

Nov 22nd - Dec 3rd 2021

Progress Evening 1

Thursday 7th October 2021

Report 1

Monday 13th December

Mock Exams 2

7th Feb - 24th Feb 2022

Progress Evening 2

Thursday 10th March 2021

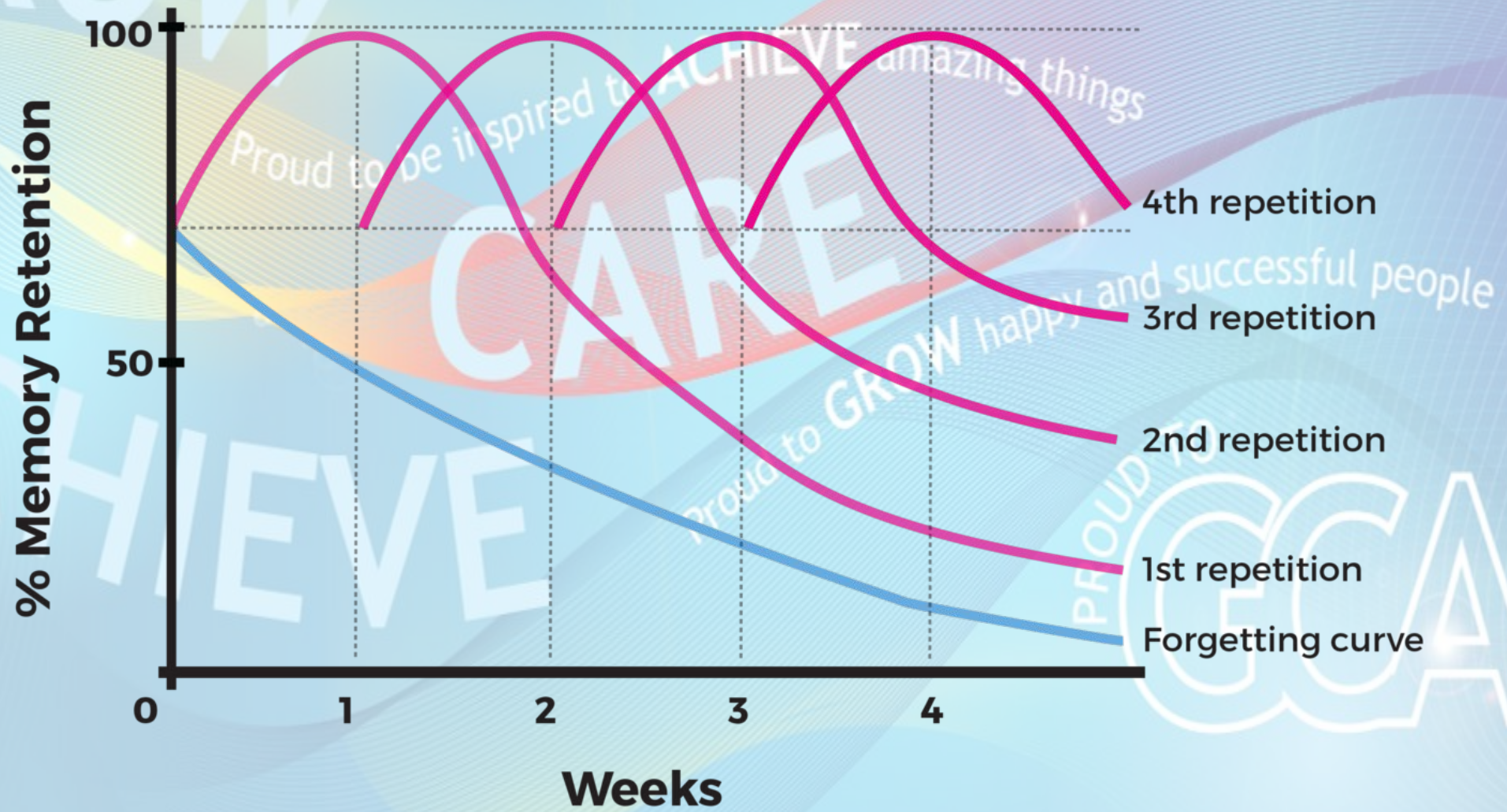
Report 2

Wednesday 9th March 2022

GCSE Final Exams May 2022

Curve of Forgetting

For newly learned information



The key to a successful year 11

2. Plan your revision carefully starting with the most difficult topics so you get more chance to practice them. Effective revision is not something that can be rushed. The earlier you start and the more organised you are, the greater your chance of success.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	School 9.00 - 15.00	Homework 10.00 - 12.00	General Revision 10.00 - 11.30
Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	General Revision 13.00 - 14.00	Homework 12.00 - 13.30
Chemistry 17.00 - 17.40	English 17.00 - 17.40	History 17.00 - 17.40	Maths 17.00 - 17.40	English 17.00 - 17.40	General Revision 17.00 - 18.00	General Revision 16.30 - 17.30
Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
Maths 18.40 - 19.20	French 18.40 - 19.20	Biology 18.40 - 19.20	Physics 18.40 - 19.20	Geography 18.40 - 19.20		

Exam Timetable

April 2013

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 Chemistry Topic 3 Notes Booklet	2 Physics Topic 3 Notes Booklet	3 ① Type up 'DNA' English Theme Notes ② Complete Philosophy Topic 1 Notes + Essays	4 Biology Topic 3 Notes Booklet	5 Philosophy Topic 2 Notes Booklet	6 ① Chemistry Topic 1 Booklet ② Type up 'DNA' English Character Notes	7 Citizenship Notes Booklet for Key Themes 1a and 1b
8 History Key Theme 1 Notes Booklet	9 Philosophy Topic 3 Notes Booklet	10 Physics Topic 2 Notes Booklet	11 Philosophy Topic 4 Notes Booklet	12 Chemistry Topic 2 Notes Booklet	13 Homework	14 Catch-up Day
15 Chemistry Mock	16 Physics Mock	17	18 Philosophy Mock History Fast Paper Unit 1	19 Evening: Complete 'DNA' English Notes	20 Complete Citizenship Theme 1 Notes	21 ① Biology Topic 2 Notes Booklet ② English Timed Essay
22 Biology Mock	23	24	25 Catch-up Day	26	27 ① Chemistry Topic 4 Notes Booklet ② Citizenship Theme 2 Notes Booklet	28 General Philosophy Revision (Quotes)
29	30					

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3. Develop your 'Study Skills'

Study Groups

Tuesday – **Revision Techniques**

Wednesday – English Literature

Thursday – English Literature

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Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text



The most effective revision techniques involve transforming information and quizzing.

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GCCA

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Transform It

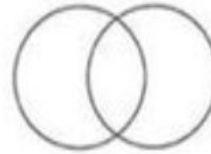
Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

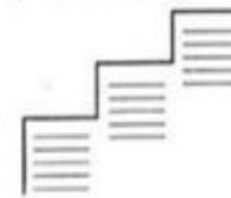
How to use across subjects:

- 1. Humanities** – Create a visual flow diagram of the chronological events in a time period e.g. Key events in Jesus' life
- 2. Science** – Create a Venn diagram to show what changed and did not over time within an experiment
- 3. English** – At the end of a week, mind map all you can remember about a topic and link area together. Then add to your mind map using a different colour using notes/resources

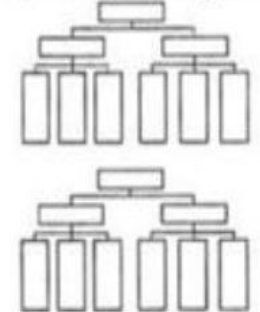
Venn Diagram



Sequential Thinking Model



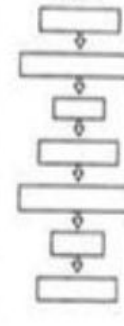
Sequential Thinking Model



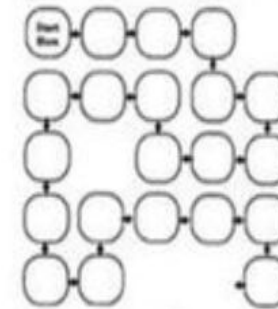
Chain



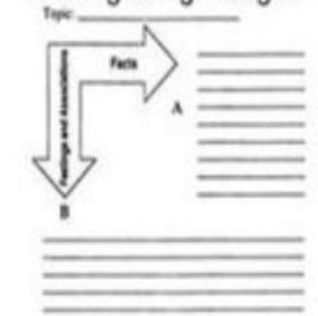
Chain



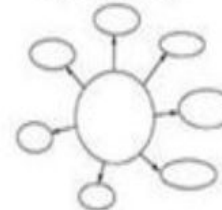
Sequential Thinking Model



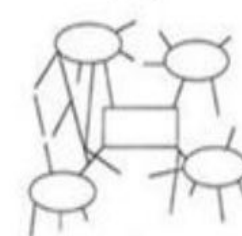
Thinking at Right Angles



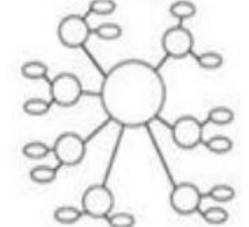
Spider Map



Web



Mind Map



The key to a successful year 11


Flashcards


Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.

Post its can be also useful for key words and timelines



Using Flashcards

Using the Leitner Method, using the video below <https://youtu.be/C20EvKtdJwQ>  YouTube

You can also create excellent flashcards online or on your phone using Quizlet  which also had an app.

How to use across subjects:

There are a variety of ways to use flashcards in revision for the skills you need

Key Terms

Create for key words and terms



Formula

Create for formula/equations you need to know



Judgments

Create an agree or disagree argument against a quote



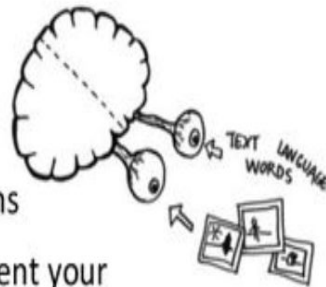
Narrative

Create to show a narrative of events in order



How to:

1. Use simple drawings with matching simple descriptions
2. The drawing should represent your understanding of the topic
3. Try to draw links between images



Dual Coding

Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chance of you remembering it.



An example activity you can do its creating a comic strip to represent the events of the Battle of Hastings.



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4. Use recommended websites



Learn 2x Faster

Want to replace boring revision guides with a fun way to study? Join **750,000** students improving their KS3, GCSE & A Level grades.

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

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All GCSE subjects

These subjects may contain both Guides for students and Classroom videos for use by teachers.



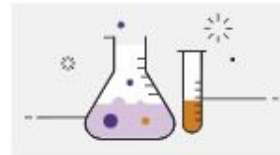
Art and Design



Biology (Single Science)



Business



Chemistry (Single Science)



Combined Science



Computer Science



Design and Technology



Digital Technology (CCEA)



Drama



English Language



English Literature



French



Geography



German



History



Home Economics: Food and Nutrition (CCEA)



Hospitality (CCEA)




ICT

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 <p>Art & Design</p>	 <p>Biology</p>	 <p>Chemistry</p>	 <p>Citizenship</p>
 <p>Combined Science</p>	 <p>Computing</p>	 <p>Computing (Non-GCSE)</p>	 <p>English</p>
 <p>Express Maths</p>	 <p>French</p>	 <p>Geography</p>	 <p>German</p>

Exam boards

Art - AQA

History - AQA

Geography - AQA

French - AQA

English Language – AQA

English Literature – AQA

Music - Edexcel

Biology - Edexcel

Chemistry - Edexcel

Physics - Edexcel

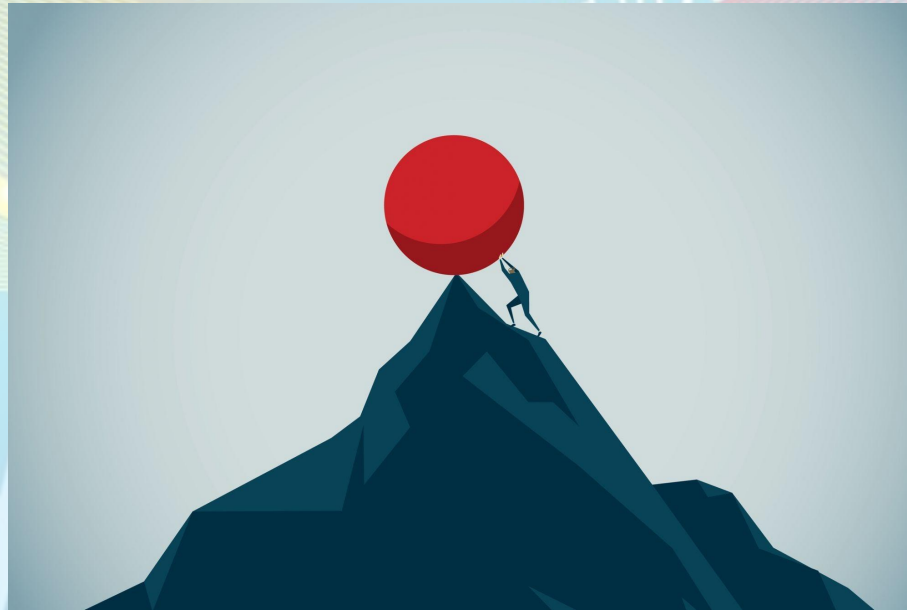
Combined Science - Edexcel

Maths - Edexcel

PE - Edexcel

The key to a successful year 11

5. Work Hard and be resilient



"The top of the mountain is nothing without the climb"

Little Simz

**"Don't be upset by
the result you
didn't get
with the work
you didn't do."**

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Careers Advice

CARE

Mrs Askeu

ACHIEVE

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SEND

Access Arrangements & Concessions

These are in place to ensure that every student has an equal opportunity to access assessments and examinations

This could be :

- 25% Extra time
- Reader
- Scribe or laptop
- Modified paper (Enlarging or coloured background)
- Prompter
- Rest breaks

We identify students either through the SEND register, a history of need document, the teaching staff complete or any other concerns brought to the SENDCo during their time at GCA.

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Core Subject Information and Support

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Mathematics Presentation

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Introduction

- New Head of department
- Giving the department a fresh boost
- Improve upon the already great results achieved

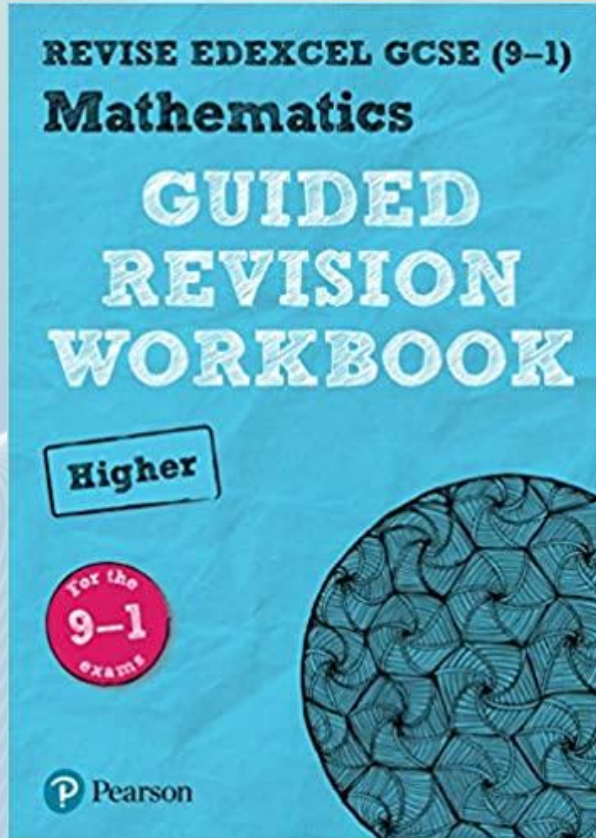


Exam Structure

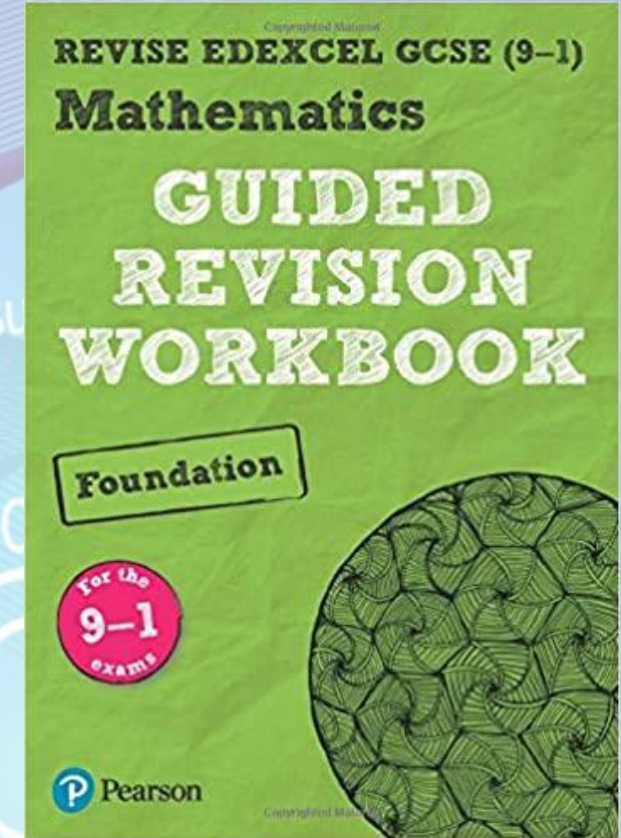
- Mathematics has two tiers of entry, Foundation and Higher.
 - Foundation assesses grades 5 – 1
 - Higher assesses grades 9 – 4
 - Each tier has 3 examination papers:
 - Paper 1 – Non-Calculator
 - Paper 2 – Calculator
 - Paper 3 – Calculator
- 6 strands of mathematics assessed:
- Number
 - Algebra
 - Geometry
 - Statistics
 - Probability
 - Ration & Proportion



Useful revision materials



- Exam board revision workbooks
- 10 minute maths tests
- Practice papers
- Bootcamp





Online revision

- www.corbettmaths.com
- www.drfrstmaths.com
- www.mathswatch.co.uk
- www.pearsonactivelearn.com

G.C.S.E English

***What you need to know about the English
Language & English Literature courses.***

Presented by Mrs L. Banks (Head of English).

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- A standard pass is currently recognised as a grade 4 however some employers are expecting grade 5 in core subjects such as English. Your child will be made aware by their college what grade they will need to access a particular course.
- There is no differentiation between exams in English i.e. foundation or higher – all students sit the same exam.
- Students are entered for both English Language and English Literature and each has the same weighting with regards to teaching hours and expectations.

AQA Specification- English Language

English Language Paper 1: Explorations in Creative Reading and Writing.

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

Written exam: **1 hour 45 minutes**

- 80 marks
- 50% of GCSE

English Language Paper 2: Writers' Viewpoints and Perspectives.

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Written exam: **1 hour 45 minutes**

- 80 marks
- 50% of GCSE

Spoken Language component

Non-examination Assessment: Spoken Language

What's assessed

(A07–A09)

- presenting
- responding to questions and feedback
- use of Standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

Expectations question by question.

Language Paper 1 (Fiction)

Q1 – **Identify** and **extract** explicit and implicit information.

Q2 - **Explain**, comment on and **analyse** how writers use **language**.

Q3- **Explain**, comment on and **analyse** how writers use **structure**. Q4 - **Evaluate** texts critically and support this with appropriate textual references

Q5 - **Communicate** clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts .

Students will be required to write a description or a narrative.

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Language Paper 2 (Non Fiction)

Q1 - **identify** and **extract** explicit and implicit information

Q2 - **select** and **synthesise** evidence from different texts.

Q3 - **Explain**, comment on and **analyse** how writers use **language**.

Q4- **Compare** writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Q5- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Students will be required to write a letter, article or speech.

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Example questions

Q1: Read again the first part of the source, from lines 1 to 4.
List four things about Mr Fisher from this part of the source.
[4 marks]

Q2: Look in detail at this extract, from lines 9 to 15 of the source:

Mr Fisher remembered a time – surely, not so long ago – when books were golden, when imaginations soared, when the world was filled with stories which ran like gazelles and pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen it happen; had seen whole classes swept away in the fever. In those days, there were heroes; there were dragons and dinosaurs; there were space adventurers and soldiers of fortune and giant apes. In those days, thought Mr Fisher, we dreamed in colour, though films were in black and white, and good always triumphed in the end.

How does the writer use language here to convey Mr Fisher's views on books and stories of the past?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

Q3: You now need to think about the whole of the source.
This text is from the beginning of a short story.
How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

Q4: Focus this part of your answer on the second part of the source, from line 25 to the end.

A student said, 'This part of the story, where Mr Fisher is marking homework, shows Tibbet's story is better than Mr Fisher expected, and his reaction is extreme.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of what Mr Fisher expected Tibbet's homework to be like
- evaluate how the writer conveys Mr Fisher's reaction to what he discovers
- support your response with references to the text.

[20 marks]

Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

0 5

A magazine has asked for contributions for their creative writing section.

Either

Write a description of an old person as suggested by this picture:



or

Write a story about a time when things turned out unexpectedly.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Aims of the Literature course:

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading.
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.
- Develop the habit of reading widely and often.
- Appreciate the depth and power of the English literary heritage.
- Have an understanding of the context in which the literary texts were written.
- Write accurately, effectively and analytically about their reading, using Standard English.
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

AQA Specification English Literature

Paper 1: Shakespeare and the 19th Century Novel

Shakespeare – **‘Macbeth’**

The 19th-century novel - **‘A Christmas Carol’**

How it's assessed

Written exam: **1 hour 45 minutes**

- 64 marks (4 marks for SPaG)
- 40% of GCSE

Paper 2: Modern texts and poetry

Modern texts - **‘Blood Brothers’**

Poetry - **AQA Anthology Power and Conflict.**

Unseen poetry

How it's assessed

- written exam: **2 hour 15 minutes**
- 96 marks
- 60% of GCSE

How to help and support your child...

“ I don't know how to revise for English!”

- Revision for English Literature involves learning and remembering quotations and then being able to comment in detail on the relevance of the quotation in relation to either character, theme, event etc. Practice questions should be completed as the learning progresses.
- Revision for English Language involves learning and being able to recognise and comment on the effect of literary techniques. Reading widely helps to understand the purpose of writers and also improves speed of reading. Practice questions are the best way to revise for English Language.
- Use of revision booklets and workbooks.

Ways to revise.

... proud to CARE for our school and our planet

	Always	Sometimes	Never
Reading Through Class Notes			
Using resources on Bloodle			
Using Course Textbooks			
Mind Maps / Diagrams			
Making / Re-making Class Notes			
Highlighting / Colour Coding	Step One		
Flashcards			
Using a Revision Wall to Display your Learning			
Writing Exam Answers Under Timed Conditions			
Reading Model Answers	Step Two		
Using Past Exam Questions & Planning Answers			
Marking Your Own Work to a Mark Scheme			
Studying Mark Schemes or Examiner's Reports			
Working with Other Students in Groups / Pairs			
Comparing Model Answers Against Your Own Work			
Creating Your Own Exam Questions	Step Three		
Handing in Extra Exam Work for Marking			
One to One Discussions with Teachers / Tutors			

In school revision sessions

Monday Evening after school revision (45 mins).

- Conducted by your child's class teacher.
- Focusing on key knowledge needed.
- Will address both language and literature skills.

Form time study groups

- Conducted twice a week during form time (2 x 30 mins).
- Focus on literature texts.
- Will reflect in class study.
- Teaching in one session and student application of knowledge with teacher support in second session.

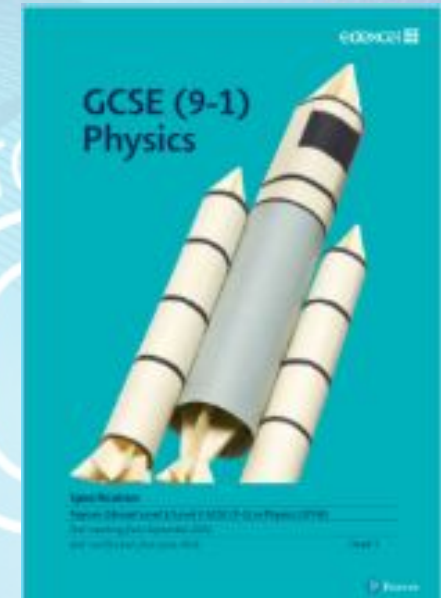
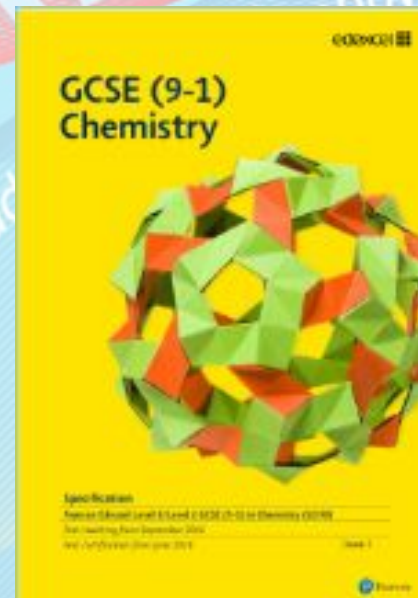
Book Bundles

- We will be forwarding additional information as to how to purchase these book bundles at a reduced cost.
- 'Blood Brothers' text and revision guide.
- 'Macbeth' text and revision guide.
- 'A Christmas Carol' text and revision guide.
- AQA Power and Conflict poetry revision guide.



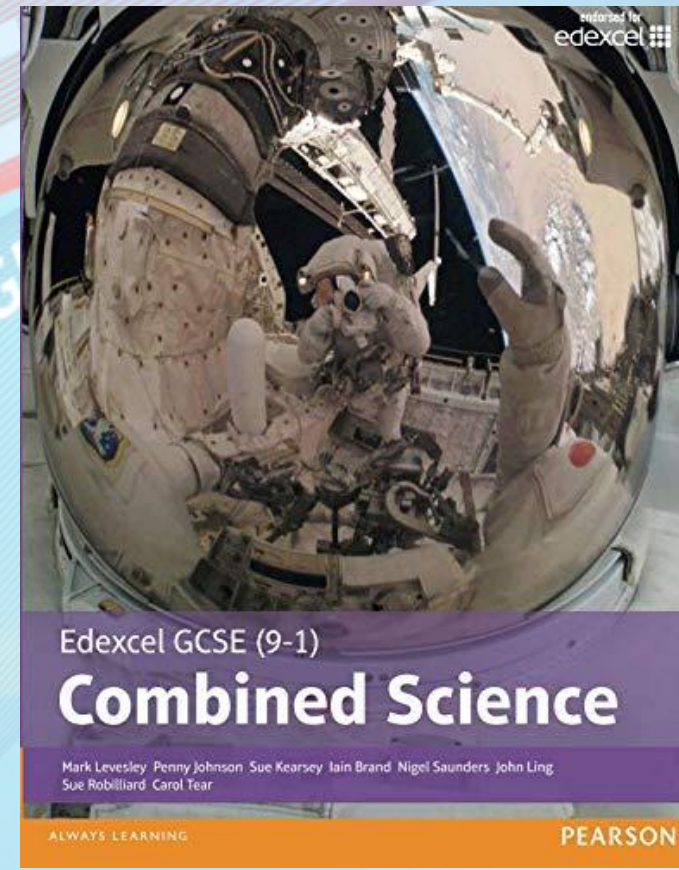
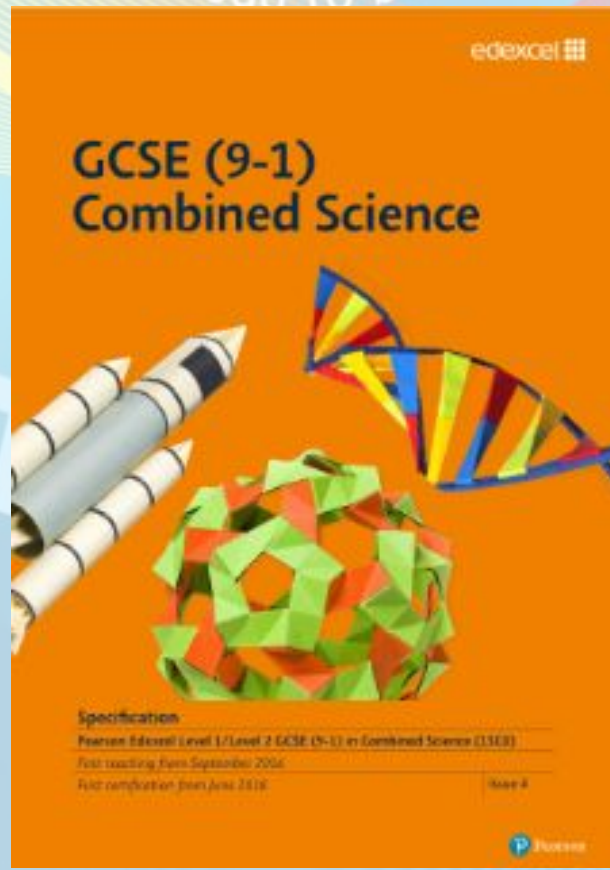


GCSE Sciences@GCA



We have 3 classes studying for Edexcel 9-1 GCSE in Combined Science.

They will achieve **two** GCSE grades in science and study biology, chemistry and physics topics.

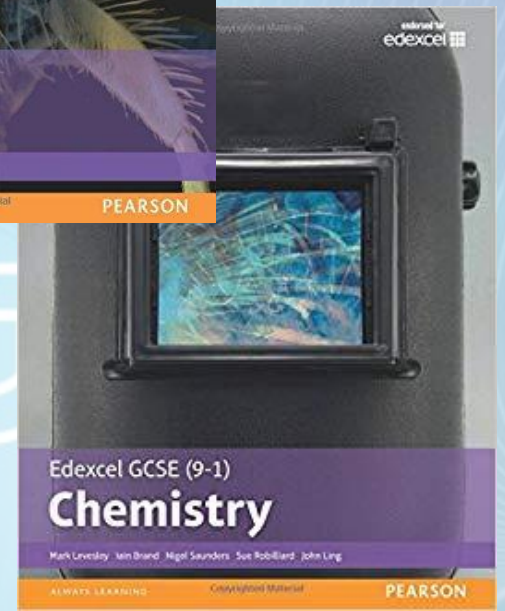
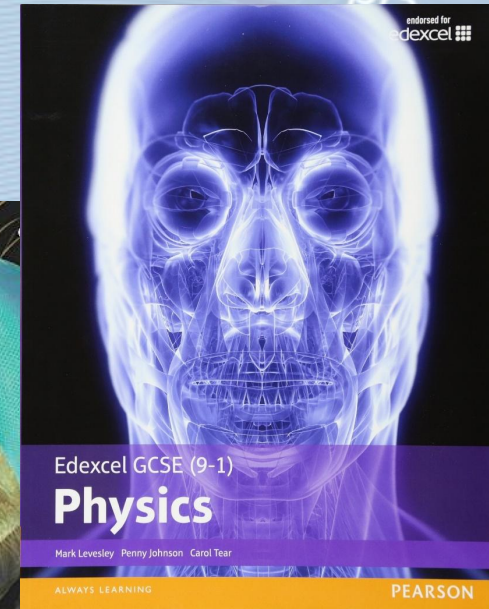
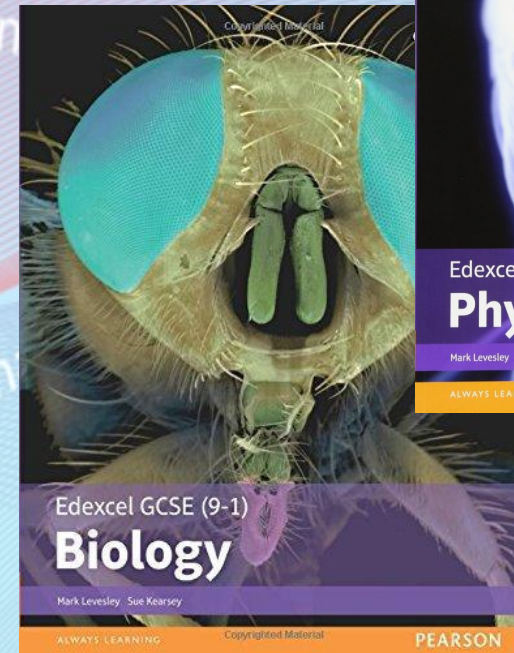
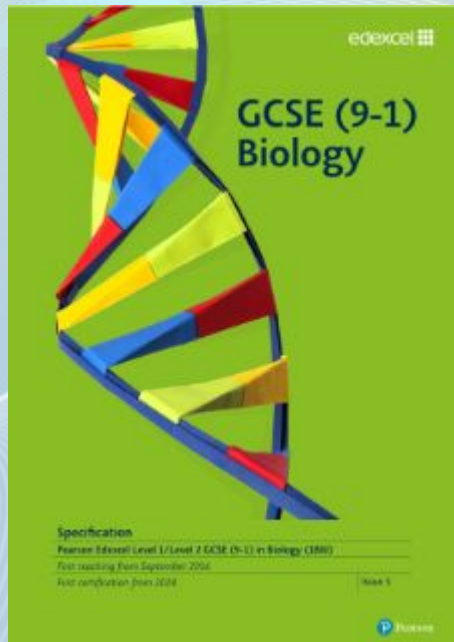


- There are foundation and higher tiers.
- Those entered for foundation could achieve grades between 1-1 and 5-5.
- Those entered for higher could achieve grades between 4-4 and 9-9.
- They will sit **six** exam papers at the end of year 11, two for each science.
- Each paper will last 70 minutes and is out of 60 marks.
- The exam board will total the scores from all six papers and allocate the total score a grade.

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GCA

We have 3 classes studying for Edexcel 9-1 GCSEs in Biology, Chemistry and Physics as three separate subjects.

They will achieve three GCSEs in each subject.



- There are foundation and higher tiers.
- Those entered for foundation could achieve grades between 1-1 and 5-5.
- Those entered for higher could achieve grades between 4-4 and 9-9
- They will sit **six** exam papers at the end of year 11, two for each science.
- Each paper will last 100 minutes and is out of 100 marks.
- The exam board will total the scores from paper one and paper two for each science, to obtain a total score out of 200 and allocate a grade to this score

**Triple
Science**

11TR1

Biology

Miss Davies

Chemistry

Mrs Kenyon

Physics

Mrs Tasker

11TR2

Miss Davies

Mrs Kenyon

Mrs Tasker

11TR3

Miss Davies

Mrs Rawcliffe

Miss Sugden

**Combined
Science**

11CS1

Teacher 1

Miss Edge

Teacher 2

Miss Sugden

11CS2

Mr Passerini

Miss Sugden

11CS3

Miss Edge

Mr Passerini

Internal Exams

Mocks 1 – w/c 22/11/21

Each student will complete 3 exam papers of the full length, however they will contain 50% Paper 1 topics and 50% Paper 2 topics

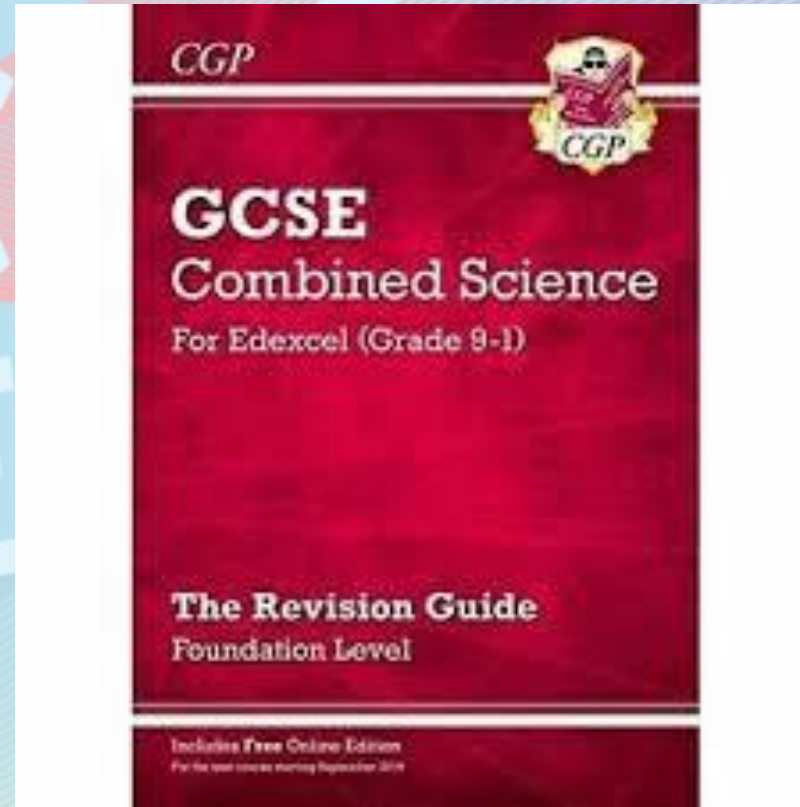
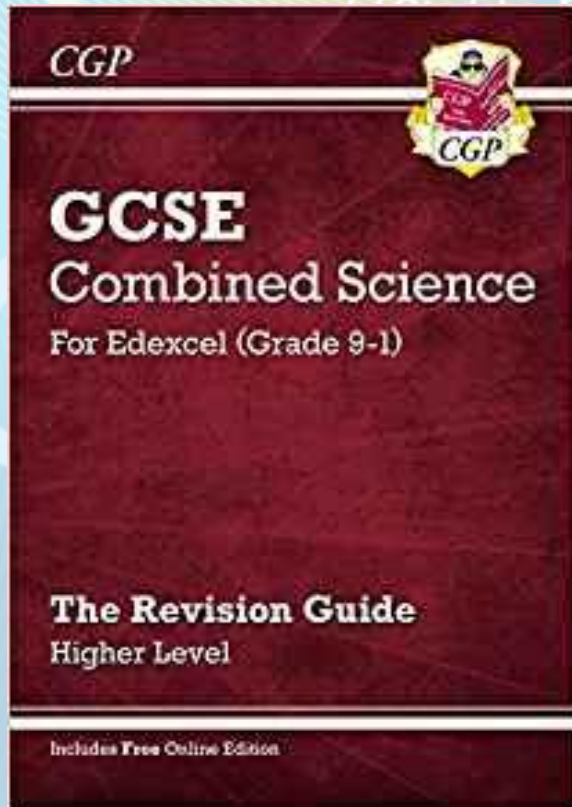
Mocks 2 – w/c 7/2/21

Each student will complete a full Paper 2 in each science

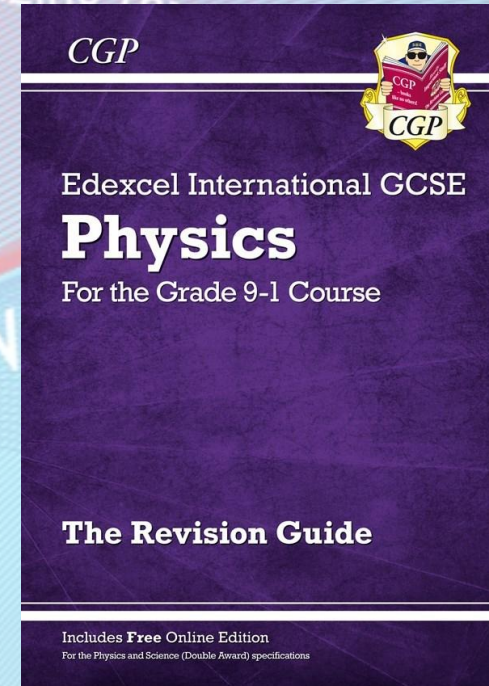
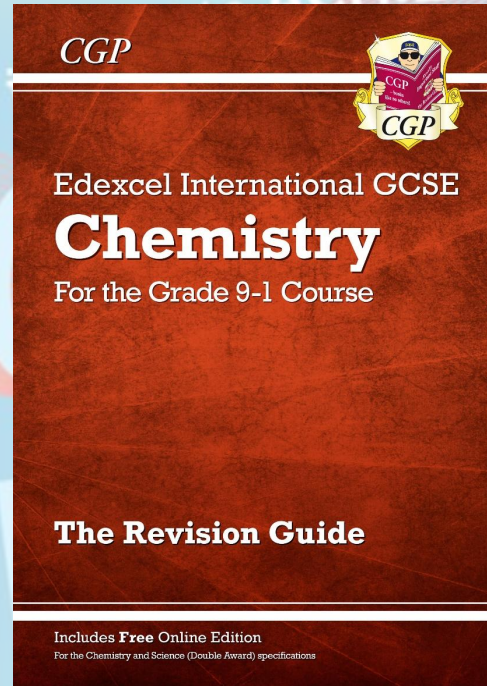
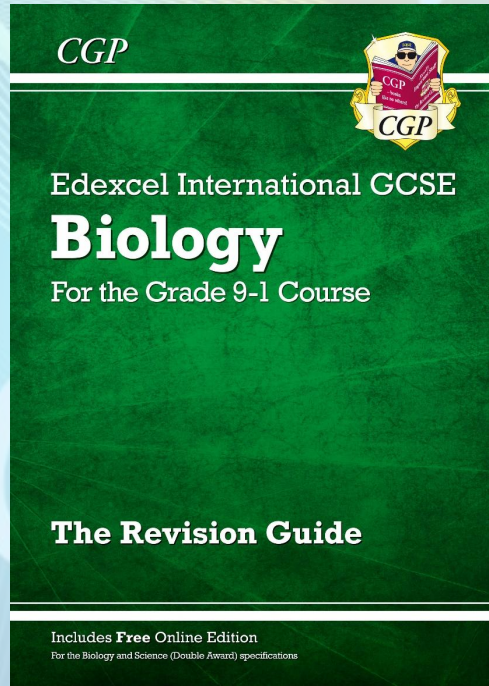
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GCA

Revision Guides

Combined science



Triple science



Preparing our students for their GCSEs

1. Well planned and sequenced lessons in school
2. Revision guides and further CGP revision resources you can purchase through school
3. After school revision sessions
4. Study groups during form time
5. Use of Y10 exam performance to inform planning
6. Use of internal assessment to inform planning and students selected for additional support
7. Weekly homework in retrieval and exam practice
8. A bank of resources – both electronic and hard copies



KS4 Triple Science



KS4 Combined Science

PROUD TO GCA

Thank you for coming. Please feel free to ask questions to staff on your way out.

GROW

ACHIEVE

CARE

PROUD TO
GCA