



Our Lady and St Bede

# EPRA

Supporting year 11

effectively in this academic year



BISHOP HOGARTH  
Catholic Education Trust

THIS IS HOW WE DO IT HERE

Formation of the Whole Child  
Formation of Faith  
Formation of Professional Learners



# Supporting Year 11 effectively in this academic year

## Key aims:

- To develop relationships between school and home to ensure our year 11 pupils are best prepared for the year ahead
- To share strategies to develop supportive environments for our pupils
- To share strategies to develop independence in our pupils so they can be the best they can be



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# Growth Mindset – The Power of Yet!

“I can’t do that yet . . . “



“I can’t do that because I’m no good at Maths”



Research shows a Growth Mindset makes a difference of **one and a half grades!**

**People with fixed mind sets believe a fiction:**

that their brain is not capable of making new connections.

**People with a growth mind set believe the truth:**

that you can!

People with a growth mindset also realise **that learning requires a lot of effort.**



# Considering...



Do I know the meaning of key words?

Do I have any concrete experiences I can link my learning to?

How does this fit with what I already know?

How might I use this?  
In what situations might this apply?

What am I unsure of?  
What questions should I ask?



# So What's Stopping You?

## 1. Wish

List the subjects you study and the grade you want in each subject.

## 2. Outcome

What would it mean to you to get these grades?

What would it feel like?  
What opportunities might it bring?

## 3. Obstacles

What's holding you back?  
What gets in your way to prevent you from studying or doing as well as you want to?

## 4. Plan

Make an **IF ... THEN ..**  
Plan e.g. **IF** I get distracted by the internet ... **THEN** I'll turn the wifi off.

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# Making Learning Happen – What Works?

Use the **revision guide**

Write down what you already know.

**Spaced practice** - review your work a day later, a week later, a month later.

Fill in the blanks / do **corrections** in green.

Make it **visual**, draw diagrams / mind maps

**Test yourself**

Watch a **video**

Try some **exam questions**

Make some **notes** or **flash cards**

# Making Learning Happen – What Works Now?

## GCSE Pod

1. Go to [www.gcsepod.com](http://www.gcsepod.com) and click Login
2. Click "New To GCSEPod? Get Started!" and select "Student"
3. Enter your first and last name as it is on our registers (eg Thomas Smith, not Tom Smith) your date of birth and then Our Lady and St Bede Catholic Academy
4. You can change your password to something more memorable once logged in.



I am a:

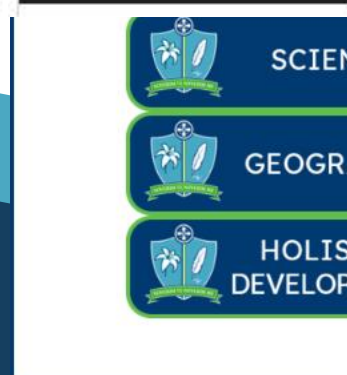
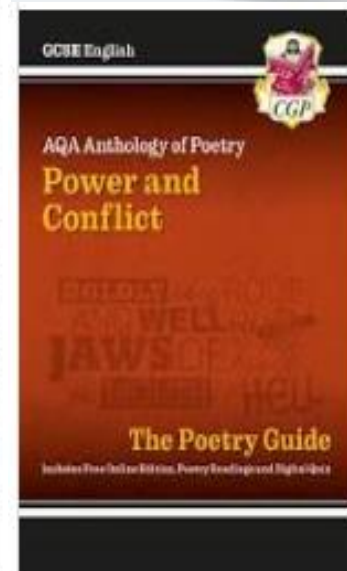
Student

First name

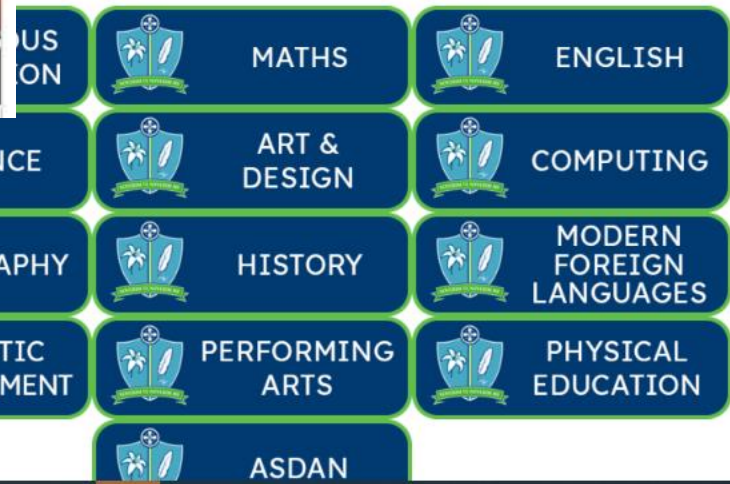
Last name

Date Of Birth

School



- Home
- About Us
- Information
- Our Faith
- News & Events
- Curriculum
- Vacancies
- Contact Us



- Formation of the Whole Child
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## Our Lady and St. Bede Cat Subject Curriculum

	Autumn Term	Spring Term
<b>Big Ideas &amp; Purpose</b>	<p><b>ENGLISH LANGUAGE:</b> We aim for pupils to read fluently, and with good understanding evaluate texts critically and make comparisons; summarise and synthesise info improve their own writing; write effectively and coherently using Standard Eng and apply a wide vocabulary, alongside a knowledge and understanding of gra language; and listen to and understand spoken language and use spoken Stand</p> <p><b>ENGLISH LITERATURE:</b> We aim for pupils to read a wide range of classic literat read in depth, critically and evaluatively, so that they are able to discuss and appreciate the depth and power of the English literary heritage; write accurate use a wide vocabulary, including the grammatical terminology and other literat</p>	
<b>Programme of Study</b>	<p><b>HT1</b> English Literature Paper 2 Section B and C: Anthology poetry and Unseen Poetry.</p>	<p><b>HT2</b> English Literature Paper 2 Section A: 'Blood Brothers'</p> <p><b>HT3</b> English Language Paper 2: Writers' Viewpoints and Perspectives</p>
<b>Key Assessments</b>	<ul style="list-style-type: none"> <li>Formal mock examination: English Language Paper 1 and English Literature Paper 2 (Section B and C only).</li> <li>Minimum of two formal assessments in classroom in exam conditions on Anthology Poems, Unseen Poetry and 'Blood Brothers'</li> </ul>	<ul style="list-style-type: none"> <li>Formal mock examination: English Language Paper 2 and Eng Lit Paper 1 w/c 3<sup>rd</sup> Feb</li> <li>Minimum of two formal assessments in classroom in exam conditions on English Language Paper 2.</li> </ul>
<b>Key Skills</b>	<p><b>ENGLISH LANGUAGE:</b>  <b>AO1:</b> identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts; <b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views; <b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts; <b>AO4:</b> Evaluate texts critically and support this with appropriate textual references; <b>AO5:</b> 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; <b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must</p>	
	<p><b>Links to Careers</b></p> <ul style="list-style-type: none"> <li>Author visits</li> <li>Theatre visits e.g. 'Blood Brothers'</li> </ul>	

# Knowing where your child is...

## Pupil Progress

TOOLS FILTERS Live Tracking Forecast Snapshots

Report	Average														Topic summary						
	Q1: Beliefs & Teachings							Q2: Practices							Average Total Marks/ 60	Current Unit Grade	What is meant by... / %	Describe... / %	Explain... / %	Discuss... / %	SPaG / %
	Q1a: What is meant by.../ 2	Q1b: Describe.../ 5	Q1c: Explain.../ 8	Q1d: Discuss.../ 15	Q1 Sub-total/ 30	Q2a: What is meant by.../ 2	Q2b: Describe.../ 5	Q2c: Explain.../ 8	Q2d: Discuss.../ 15	Q2 Sub-total/ 30											
	Q2 Sub-total/ 30	3: Past Paper Marks/ 60	3: Past Paper Grade																		
	21	42	7	2	4	5	10	21	2	3	6	10	21	42	7	96	70	74	68	100	
	21	46	8	2	4	8	11	25	2	3	6	10	21	46	8	100	68	78	69	100	
	20	39	6	2	3	4	10	19	2	3	5	10	20	39	6	80	64	68	61	100	
	18	38	6	2	4	4	10	20	2	2	4	10	18	38	6	90	60	55	68	100	
	24	47	8	2	4	6	11	23	2	4	6	12	24	47	8	100	80	90	76	100	
	22	45	7	2	4	6	11	23	2	3	6	11	22	45	7	100	72	75	68	100	
	20	42	6	2	4	5	11	22	2	2	6	10	20	42	6	100	64	68	71	100	
	20	43	7	2	4	6	11	23	2	3	5	10	20	43	7	100	68	73	71	100	
	21	44	7	2	5	6	10	23	2	1	7	11	21	44	7	100	76	65	71	100	

Target Grid: Average Unit Grade

	9	8	7	6	5	4	3	2	1
35		17							
56		38	20						
56		38	20						
14									
36		18							
41		23	5						
36		18							
43		25	7						

### For Staff

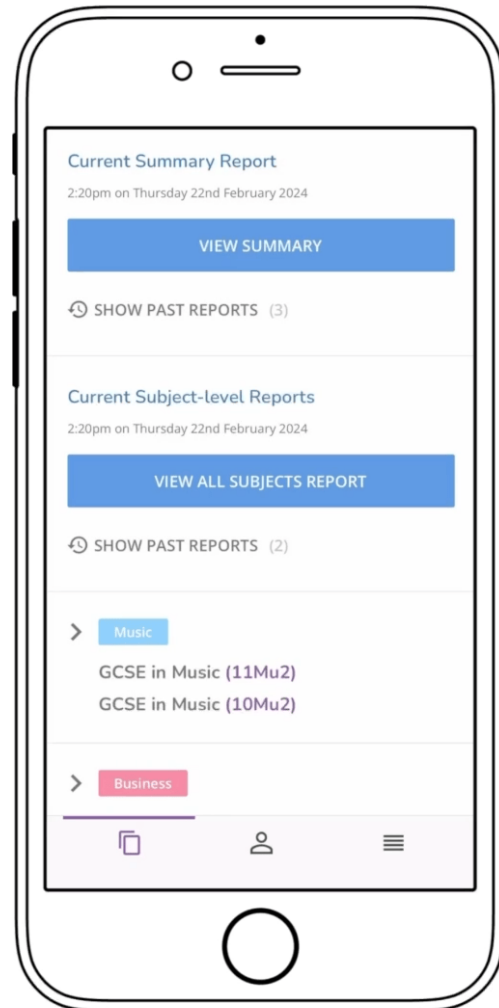
- Data analysis in real time which is cumulative.
- Instant indication of gaps in knowledge and skills.
- Instant indication of marks away from the grade above.



# Knowing where your child is...

## Pupil Progress

pupil progress




### For Parents

- Invites sent via email – please download the Pupil Progress app and log on.
- Reports pushed through to the app.
- Reports will indicate what grade your child is working at, how they have performed in assessments and will indicate how close they are to the grade above.
- Links attached to subject reports to help direct you to specific websites to help support your child.

Your support is crucial this year.

# Supporting your Child's Progress



## Homework





# homework

TIMETABLE

*"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today"*

 Years 7, 8 and 9	 Years 10 and 11
<b>Week A</b>	<b>Week B</b>
<b>Maths</b>	<b>English</b>
<b>MFL</b>	<b>PE</b>
<b>RE</b>	<b>Science</b>
<b>Geography</b>	<b>History</b>
<b>Computer</b>	<b>Art and Design</b>
<b>Science</b>	<b>Health and Social</b>
<b>Performing Arts</b>	<b>Care</b>

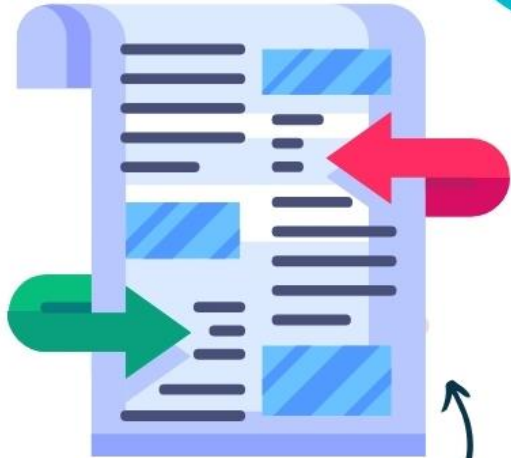


# Supporting your Child's Progress

## Homework

### REVISE

1



Pupils will be asked to revise prescribed key vocabulary at home in preparation for taking a low-stakes quiz in class. This provides an opportunity for teachers to model revision techniques where relevant to enable pupils to revise at home and help develop core study routines.

### PRACTISE

2



To consolidate their learning, pupils will complete a practice task at home. This task, devised by the head of department, offers students an opportunity to apply their learning independently. Tasks may include answering a set of questions, creating art, using GCSE POD or analysing extracts from key texts.

### EXTEND

3



To further consolidate their learning, pupils will undertake an extended piece of independent practice at home, aimed at deepening understanding of core knowledge covered within lessons. This will help cultivate a culture of independence beyond the classroom. This will be devised by the Head of Department.



# Layers of Pastoral Support

Form Tutors

Head of Year

Pastoral Leader

Heads of Department

Senior Leadership Team

Subject Teachers

School Counsellor

Safeguarding Team



Attendance

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# Academic Enrichment and 6 week plans



## Year 11 Six Week Plan Subject: Mathematics Foundation

	Key areas of focus in lessons.	Key areas of focus in Academic Enrichment.	Key areas of focus for homework. Retrieval topics to be covered	Key areas of focus for independent learning.
1	Percentages Simple Interest Compound Interest <b>Assessment 1</b> - 45 minute in class assessment	Maths maximisers grades 2/3/4/5 - Revision/retrieval questions	BIDMAS Nth terms Significant figures Estimation	<a href="#">Mathswatch Percentages</a> - Watch videos and complete question bank on Maths watch
2	Algebra Expanding single & double brackets Factorising single and double brackets	Maths maximisers grades 2/3/4/5 - Revision/retrieval questions	Averages Estimating the Mean Stem-leaf diagrams Scatter graphs	<a href="#">Mathswatch Algebra</a> - Watch videos and complete question bank on Maths watch
	Algebra Solving Quadratic equations Plotting Quadratic graphs <b>Assessment 2</b> - 45 minute in class assessment	Maths maximisers grades 2/3/4/5 - Revision/retrieval questions	Venn diagrams Frequency trees Probability sample space Probability Trees	<a href="#">Mathswatch Algebra</a> - Watch videos and complete question bank on Maths watch

	Mon	Tues	Wed	Thurs	Fri
<b>Lunchtime</b> 12:50-13:20pm	WKA: Sci (X) and RE (Y)  WKB: Sci (Y) and RE (X)	WKA: English (X) and maths (Y)  WKB: English (Y) and maths (X)	History and Geography (those who do both should attend history in week A and geography in week B)	Spanish, Computer Science & BTEC IT. GCSE PE	Textiles, Fine Art, Photography & 3D.
<b>Afterschool</b> 3:30-4:00pm	CNAT Sport	CPD		Music and Drama  Health and Social Care	Pupil wellbeing

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## **Mock 1 Exams:**

- Taking place first 2 weeks after half term.
- Every subject has one exam.
- Pupils are going to be assessed on what they have already covered in their courses.
- Accurately assess where each pupil is.
- In the hall / access rooms just like the real ones.
- Reported home to yourself.
- Pre-publics to take place in February (a full run through of the real exams).

## **Academic Enrichment:**

- Half an hour every lunch time and after school.
- With subject teachers.
- Supportive, sharp and engaging.
- Expectation is that pupils attend.

**Useful contacts:** [olsb-exams@bhcet.org.uk](mailto:olsb-exams@bhcet.org.uk)

Joshua Gilraine – Exams Officer

James Race – Assistant Headteacher – Exams

Alex Glover – Assistant Headteacher - SEND

Lucy Krezack- SENDCO



# Thank You