

Year 11 Expectation Evening 2025

@ Wilmslow High School



What is the purpose of a Wilmslow High School Expectations Evening?

- To make the learning process visible
- To inform you of up-to-date developments in teaching and learning in the last year (for example, Artificial Intelligence)
- To maximise learning by doing this together

To all hear the same messages

- Our KS4 Exam Preparation Programme is researchinformed and updated every year based on 'what works'
- Mr Broad, KS4 Achievement Lead will also go through his 'coach's tips'

Expectations Evening

All information shared this evening will be made available to you

Will this work?

"We believe that the Exam Preparation Programme was integral to our child unlocking their potential.

They attended the majority of the sessions available to them.

Thank you for adding them to the booster sessions in Maths, Science and English which we think made all the difference.

They exceeded their predicted grades in every single one of their subjects, which has meant the full range of options is available to them for their future choices."







Attendance matters



The link between attendance and attainment in an assessment year

Research Report March 2025

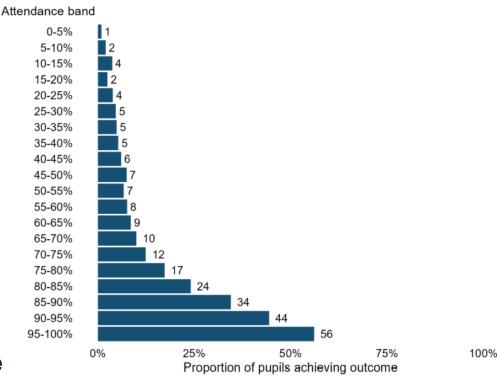


Attendance matters

- The higher the attendance band a student is in during the assessment year, the more likely they are to achieve a successful outcome
- Students in the 95-100% band were almost 2 x as likely to get a 5 or above in English and Maths as students in the 90-95% band

Please work with us to maximise attendance and to ensure that all work is caught up

Figure 6 Proportion of pupils in each 5% attendance band for Year 11 achieving Grade 5 or above in English and Maths GCSE at the end of KS4





What role does homework play in learning?

Focus on independent homework completion this year

I Do (Teacher instruction) We Do (Guided classroom instruction)

You Do (Student independent work)

Without substantial amounts of YOU DO practice, the learning process will not be completed YOU DO – Must be the students OWN work



Use of Artificial Intelligence



How is your child using AI?

- Where does your child do their homework?
- Are you confident that they are producing their own work?
- At school we will be doing more spot-check assessment to ensure that we are not seeing inexplicable differences between class and homework
- Key assessments will also generally be done in school
- We will contact you if we have concerns



We set homework that develops the YOU DO element of the learning process

- Independent practice
- Extended writing
- Retrieval and testing
- Vocabulary
- 20:20 reading
- Improving and correcting
- Additional tuition



We set 'you do' homework that develops metacognition

I can plan independently

I can monitor my progress

I can evaluate the quality of my work



Homework does not have to be done at home

- Where a student is not completing homework, it is the equivalent of 80% attendance
- Highly effective homework is not done on a mobile phone
- A range of homework activities which we monitor half termly
- School-based study spaces are available
- School-based IT resources are available



Homework next steps

- We do expect all key stage 4 students to do the homework set to a high standard
- We will be sharing the homework plan for this half term next week
- We will contact you if we have concerns about homework
- We will be asking students about their IT access
- Next half term's homework plan for Year 11 will combine homework and revision



4 key resources for students to support learning and homework

A full range of equipment

Resources, including revision resources

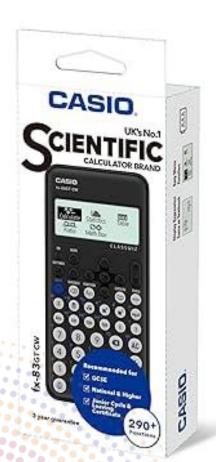
Access to good IT

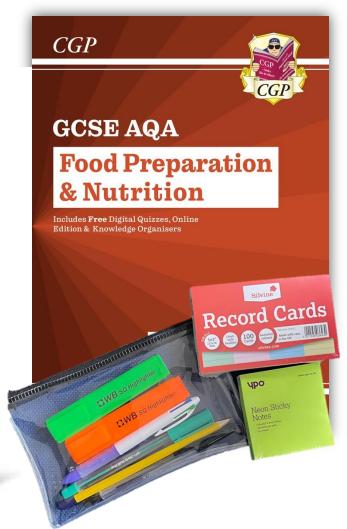
Access to school intervention programmes

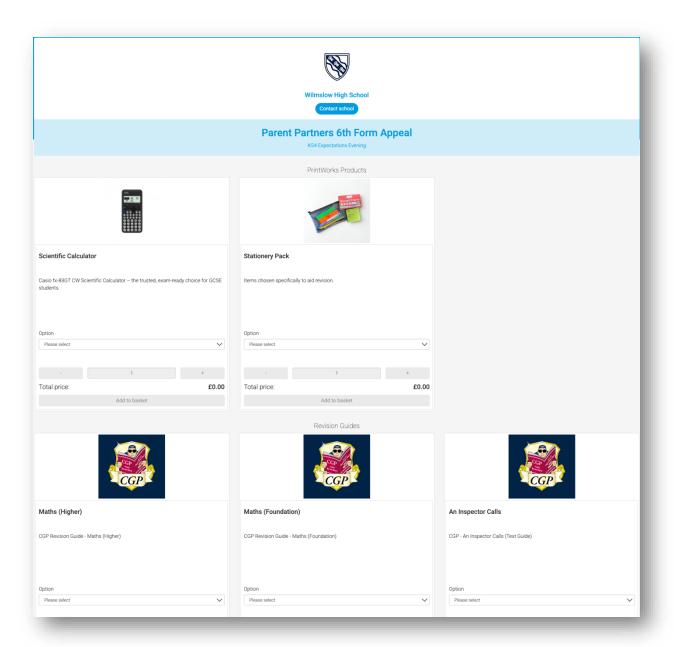
If any of these present any issues it is important that you talk to us



Parent Pay Shop







Subject Specific Resources and Advice

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How can students become experts?

GCSE Literature

Wider reading - improves analysis, vocabulary, independent thinking

Reading list provided – list of articles and textbooks, encourage students to read around the set texts

Retrieval practice – recall information frequently through low stakes quizzing (quotes, dates, themes, techniques)

Writing practice - students must complete practice essays and analytical responses, refining this skills takes work, models and scaffolds help students to succeed at this

English

GCSE Language

Independent reading - improves ability to synthesise information, exposes learners to new ideas, builds cultural capital, and improves vocabulary

Exposure to non-fiction, news apps, writing for purpose

Writing practice - students must practice creative and opinion writing, particularly focusing on stamina (500-words in 45 minutes) focusing on accuracy of spelling, punctuation and grammar



Subject Advice

- All students must engage with English reading practice through weekly Sparx Reader homework – improves reading accuracy, comprehension and vocabulary
- We strongly recommend students to attend English revision sessions that take place before and after school (October start)
- Students invited to targeted revision support must attend
- Attendance is key missed learning has a huge impact
- Reread texts (Romeo and Juliet and A Christmas Carol are available on Sparx)

English

AI

Al Advice

Al can help support creative writing practice by providing ideas and descriptions – students can use words and phrases from other sources, but must practice writing independently. 500 words in timed conditions (45 minutes)

Year 11 Set Texts Literature GCSE:

- Power and Conflict Poetry
- Unseen Poetry
- Revision of all texts

December Mocks

AQA English Literature Paper 2 (2 hours 15 minutes)

AQA English Language Paper 1 (1 hour 45 minutes)



What is success in Maths?

- Our aim is to make students feel successful in Maths, for some that's on higher and for others that's the foundation course. A grade 4 or 5 in foundation Maths is the same as a grade 4 or 5 in higher.
- On foundation you can achieve a grade 1
 to 5 and higher a 3 9

Old grades	New Grades	
A *	9	
A	8	
А	7	
В	6	
С	5 Strong Pass 4 Standard Pass	
D	3	
E	2	
F	2	
G	1	
U	U	



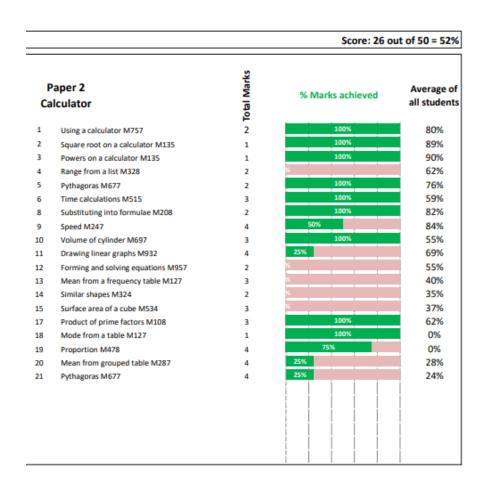
What we need from you

- Two thirds of the Maths GCSE is calculator, Students need to know their calculator that's not forgetting it and leaving it at home each lesson and borrowing one that's knowing and using your calculator. £12 from printworks for you to be successful in two thirds of the course.
- Attendance Our curriculum model builds on previous knowledge, if you miss a lesson that may cause you to not understand the next 5/6 lessons. I'm not saying you can't be ill but use OneNote, email your teacher and catch up. We have an open department where staff want to help.
- Be present, being there isn't enough be on time and be present engagement in the lesson is vital
 for you to succeed.
- Homework consolidate your learning by doing at least an hour of Maths a week, not 70%, 75%, an hour of work informs our planning it tells your Childs teacher what they do and don't know and helps us to close the gaps. Students also need to start using past papers to get used to the exam layout and style of questions.



What gaps do you have?

- Use your gap analysis document to fix last year's gaps.
- Study base runs every Tuesday in room 124 where students can receive help from Maths teachers on previous questions, homework, classwork and exam questions.



Take aways

- Our Course is Edexcel
- There are 3 papers, 1 non calculator and 2 calculator
- Have your own calculator
- Buy past papers from printworks £7 for 30 papers
- Mathsgenie and First Class Maths are the BEST websites
 - Mathsgenie has all past papers and revision topics
 - First Class Maths tells you how likely a topic is to come up
- Study base every Tuesday in 124 till 4pm
- We are a team who want to help your child succeed, get them to come and ask us questions when they need it!



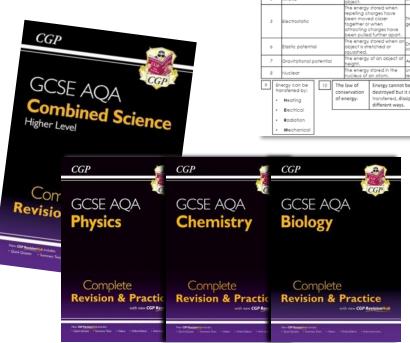
What does Science revision look like?

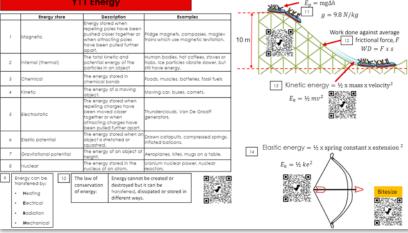
Science



- Knowledge Organisers
- Physics & Maths Tutor
- SENECA
- Revision Guides
- Isaac SciencePast Paper Packs











Year 11 Coursework

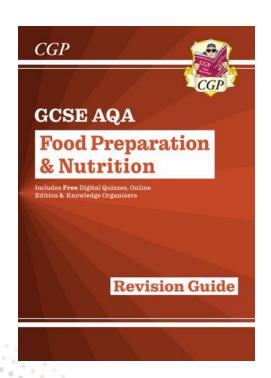
Food Preparation & Nutrition

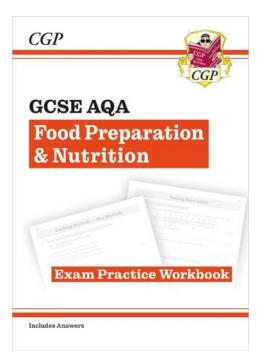
- NEA 1 Due October Half term 15% of total GCSE
- NEA 2 Due before Easter 35% of total GCSE
- It is essential that students are encouraged to keep up to date with weekly coursework tasks and deadlines.
- Coursework catch-up sessions are available after school on Wednesday and Thursday from 3.15 - 4pm.
 Please attend, all welcome.





Revision Guides





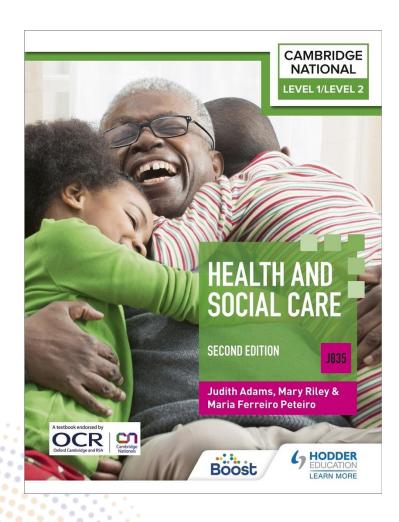
Food Preparation & Nutrition

- Available from PrintWorks
- Essential to support learning around each topic
- Revise as you go using the white book to practice short exam topics



Information for Year 11





- The revision guide will be helpful to students to purchase. It will be required from January '26
- **NEA Deadline**: 24th October R035 Health Promotion Campaign.
- Coursework catch up support is available every
 Tuesday and Thursday, Room 15, 3.15pm 4.15pm.



Information

Media Studies

- Year 11 students are reminded that the NEA for Media is worth 30% of their final grade.
- A class list will shortly be compiled of those who will be required to attend a compulsory NEA session after school on Thursdays.
- NEA conversations will begin next week, and students must be able to show evidence of having worked on their NEA over the summer.



NEA Non – Examined Assessments

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What is a Non-Examined Assessment?



- A formal controlled assessment completed by students in lessons over several months
- There are strict regulations set out by the Joint Council for Qualifications (JCQ) on how the NEA can be approached and how it is supervised
- All NEA components are marked by the teacher then standardised internally
- Then a sample of work is moderated externally by the exam board
- The external moderator is assigned numerous schools across a region



Subjects with an NEA element



GCSE COURSE	% OF COURSE	
Design & Technology: product design	50% - An explorative design portfolio and final prototype	
Design & Technology: graphic products (3D)	50% - An explorative design portfolio and final prototype	
Art: fashion & textiles	60% - A portfolio of work sustained project evidencing a journey and further work undertaken over the two years	
Art: fine art	60% - A portfolio of work sustained project evidencing a journey and further work undertaken over the two years	
Art: photography	60% - A portfolio of work sustained project evidencing a journey and further work undertaken over the two years	
Art: graphics	60% - A portfolio of work sustained project evidencing a journey and further work undertaken over the two years	
Food, preparation & nutrition	50% - Task 1: science investigation 15% Task 2: practical and written portfolio 35%	
Drama	60% - Component 2: devising log and performance 40% Component 3: texts in practical component 40%.	ctice performance 20%
Music	60% - Component 2: performing music 30% Component 3: composing music 30%	
Media Studies	30% - Creating a media product	WILMSLOW
PE	40% - Practical performance in physical activity and sport	Expectations Eve

Important to note...



- Students are free to revise, re-draft and refine their work
- But teachers can only give generic written or verbal feedback
- Teachers can't correct a student's piece of work with specific guidance
- Teachers can't provide templates or writing frames
- Any additional teacher input must be recorded and taken into account when marking work



Classroom Strategies



- Clear time plans shared with students highlighting interim deadlines
- Exemplar work available for students to view
- Mock NEA tasks
- Building knowledge and skills through Year 10
- Assessment points where work may be completed under formal conditions
- Preparation tasks are set for homework (research, development, flipped learning tasks, drafting/redrafting of work, generating ideas)



How do teachers give feedback?

NEA

- Teachers will support students with routine 1-2-1 coaching conversations where they review work and prompt students to think about next steps
- Teachers can give whole class feedback, keeping it general
- Teachers can recommend further resources for students to engage with or source
- Teachers can help students plan time, organise their work and model how to critique
- Teachers can breakdown assessment criteria vocabulary to help students understand what is expected
- Students can self-assess against exam board criteria and can also assess each other
- Students can take inspiration and guidance from past work and display pieces



How do teachers give feedback?

NEA

- Meet deadlines; your teacher will have spaced out the chunks of work needed accordingly.
- Do homework; this will ensure you meet deadlines.
- **Listen** carefully to your teaching when getting feedback. They know how to maximise marks and what is of benefit/no benefit to your overall performance.
- Make notes when the teacher is explaining/modelling/planning/feeding back to you on a certain part of the task.
- Be organised with equipment.
- Plan each section of the task; layout, content, evidence, etc.
- Identify where you may need to do further reading, research or fact finding.
- Engage with the marking criteria; ask if there are words or terms you do not understand.
- Respond to feedback (don't delay)
- Talk to your teacher and ask for help.



Parents, carers, family members

NEA

- Encourage your son/daughter to share their work
- Have a conversation about their work; ask them to explain their thinking, planning, next steps
- Offer your feedback, help them to order their work, expand on their thoughts, generate ideas and motivate
- Support with time management
- Check they have the necessary equipment
- View homework tasks on Firefly
- Contact the teacher if you have concerns



Routines & Habits

Coach's Tips

- Good strong habits shape our identity. Consistent routines build discipline, resilience and focus.
- Simple habits lead to small wins.
- "Consistency beats intensity" Success is very rarely achieved with one big effort, rather instead, developing skills & knowledge over a period of time.
- THE MARATHON
- Hard work beats talent every time



Three key learning areas we are coaching you on this year

ONE: Student SELF-Expectations

TWO: Self-regulation including attention span

THREE: Explicitly teaching students how to organise and effectively manage their learning independently

Self Expectations

- Optimistic; realistic
- Set targets
- Know the exams
- Maintain high standards
- Explore revision strategies
- Plan accordingly
- Mind over matter



ONE 4 key student SELF-expectations

Number 1: Equipment and quality of work including improving work (with the green pen)

Number 2: Amount of practice (including homework)

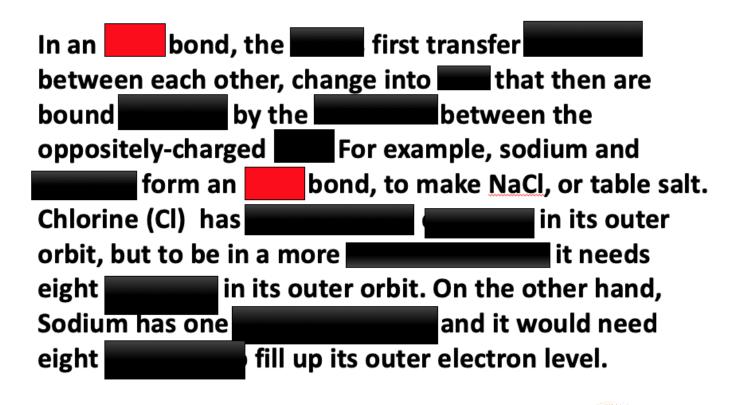
Number 3: Engaging in structured talk, including answering questions

Number 4: 20:20 Reading





- For a child to read a text independently they need to read with around 95% word-reading accuracy
- Approximately 90% of the technical vocabulary used in secondary schools is derived from Latin and/ or Greek origins
- A word haul of 50-60,000 words should allow students to thrive academically and beyond school





What is 20:20 reading at Wilmslow

- 20 minutes a day of reading for improvement
- 20 minutes a day of reading for wellbeing



Can be done individually by a student or as a family challenge

We'll be contacting you this half term if we have concerns about whether your child is reading to age-related expectation

The Education Secretary is calling on parents to lead by example and make reading a daily habit to help reverse the decline in reading for pleasure, to help give kids the best start in life as part of the Plan for Change.

The call comes as the Department for Education and National Literacy Trust join forces to launch a National Year of Reading, starting in January 2026 to kick start a reading revolution. It will reverse the trend as just one in three aged 8 to 18 said they enjoyed reading in their free time in 2025.



TWO: Attention matters

- Research indicates, unsurprisingly, that students who are rated highly for self-control also achieve higher grades, have fewer school absences, procrastinate less, spend more time studying, and spend less time watching television.
- Other research has found that ratings of self-control in childhood were just as predictive of a person's financial security, income, physical and mental health, substance use, and criminal convictions later in life as intelligence or socioeconomic status



Specific attention sapping habits

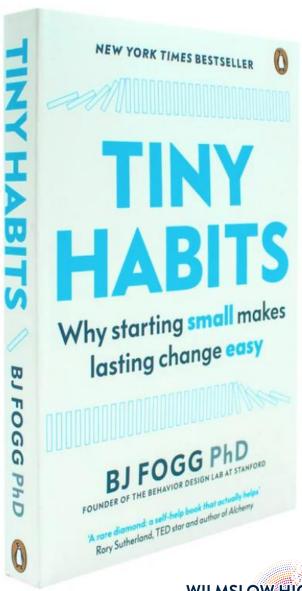
- Scrolling
- Social media notifications
- Multitasking (has a switch cost)
- Mind wandering
- Lack of sleep
- Poor diet
- Lack of water
- Lack of exercise

An important feature of attention is the ability to focus on just one thing at a time



3 strategies to improve self-regulation

- Self-control exists on the timescale of minutes
 - Tiny Habits
- More focus on situational modifications rather than will power
 - Distraction-proof study area
 - Attention-grabbing study area
- Explicit Strategy Instruction
 - Attentive listening



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The Marathon Strategy

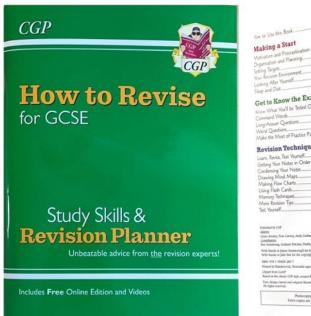
Coach's Tips

- **M** Mind Mapping
- **A** Active Recall
- **R** Retrieval Practice
- **A** Answer Practice
- **T** Take Breaks
- **H** Highlight Summaries
- 0 Organise Time
- N Note Condensing



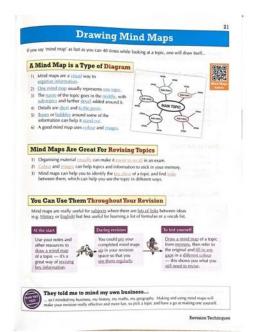


'How to' Revision Guide









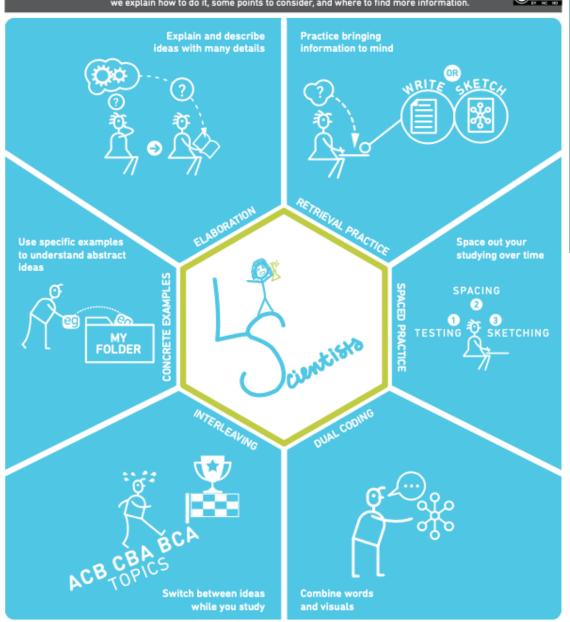




Six Strategies for Effective Learning

LEARNINGSCIENTISTS.OR

All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information.



THREE: Explicitly teaching students how to manage their learning independently

1. Elaboration

- 5. Interleaving
- 2. Retrieval Practice
- 6. Dual Coding

3. Spacing

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4. Concrete Examples

Revision Tools

Students should be taking initiative with their revision structures. It is recommended students are taking 5 hours a week additional study outside of their lesson time. Knowing how to use technology, apps and websites effectively will be crucial to your success.

As well as the plethora of apps and revision resources available online, at Wilmslow we are offering a range of revision guides, flash-cards and exam practice papers all to buy in place. Follow the link provided to shop, build an order and collect in house, making life easier to all be in one place.

Collaborative 'how to' group workshops

Revision demonstration videos



Student recommended apps

- Adapt
- Flora
- SENECA
- SPARX
- Quizlet
- Exam Board Website (AQA, OCR, WJEC)

- My Past Papers
- Tutor2u
- Up-learn (Science only)
- Firefly Revision Resources Page
- NETsixthform (GCSE platform)







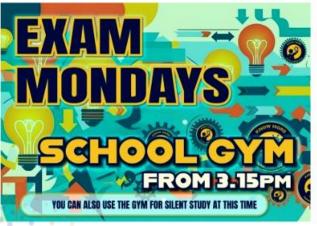


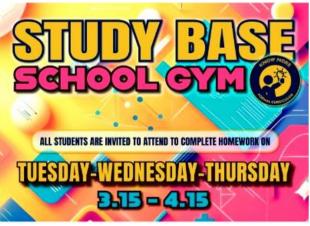


Revision Programmes

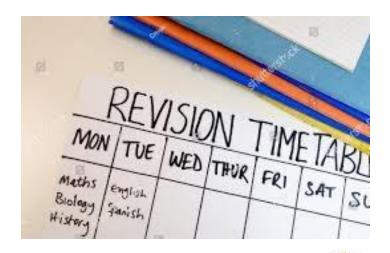














Extra-curricular revision support

Subject	Room	Day
PE	ТВС	Monday
Maths	124	Tuesday
Sociology	P103	Tuesday
Media	114	Thursday
Science	Lab 45	Thursday
Computer Science	4	Thursday
DT	7/5b	Thursday
MFL	TBC	TBC



KS4 Exam Preparation Programme

Year 11

- Half Term 1: Any catch up plans in place including for BTEC
- Half Term 2: Mock Exam Preparation
- Half Term 3: Launch of Exam Preparation Programme

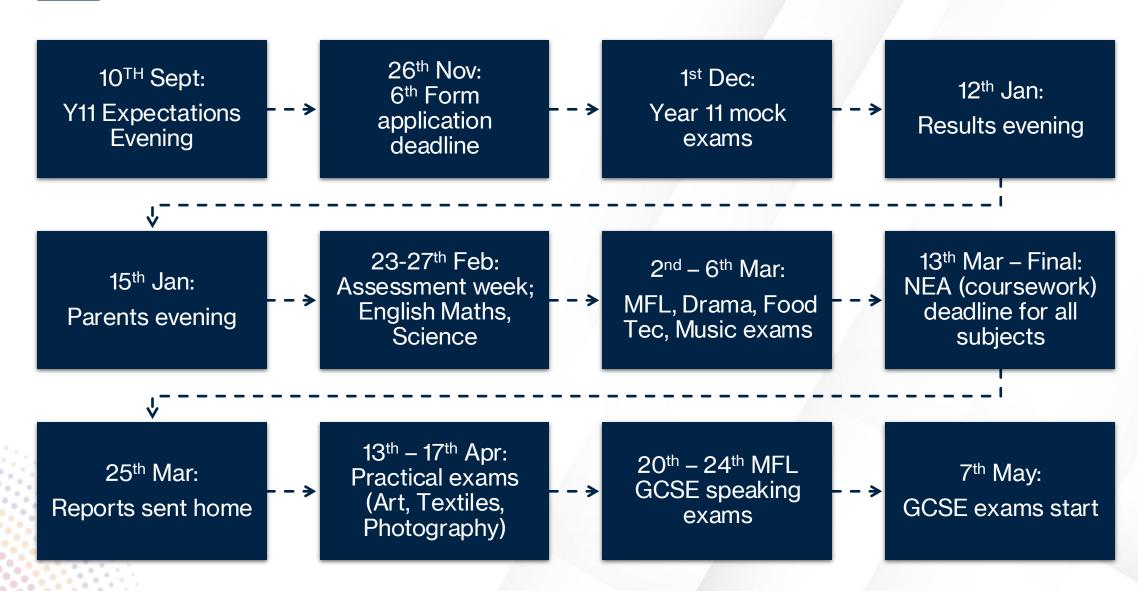


Tier entries and grouping in Key Stage 4

- Tiers of entry are decided from assessments in Year 11 Term 1
- It is important that students demonstrate
 their ability in the Year 11 mock exams
- We need to be able to make informed choices
- We want to maximise opportunities for students to gain Grade 5s
- Grouping is planned tactically



Key Dates - Y11



College open events

We encourage all Year 11 students and parents/carers to research post-16 options available.

Remember that you can apply to as many institutions as you like and make your decision on GCSE results day.

Once an application has been made, the college will often email the student to ask them to interview. These emails are sometimes missed by students so please do either use a parent/carer email address or ensure the student is checking their home/personal email once an application has been sent.















Open Event Dates (please check if booking is required)

	Date of open day/evening	Application deadline (if stated)
Wilmslow High School (colleges and WHS staff)	Thursday 6 November	Friday 28 November
Macclesfield College	Thursday 23 October – 5.30 – 7.30 Saturday 22 November – 10.30 - 1	None specified at this time but courses do fill up
Stockport College	Saturday 11 October – 10-2	None specified at this time but sometimes comes later in the year
Aquinas College	Saturday 20 September – 10-1 Saturday 18 October 10-1	Sunday 30 November
The Manchester College	Tuesday 7 October – 5-7 Saturday 15 November – 10-1	None specified at this time but courses do fill up
Cheadle College	Saturday 11 October – 10-2	None specified at this time but sometimes comes later in the year
Trafford College (Altrincham and Stretford)	Saturday 18 October – 10-2	None specified at this time but sometimes comes later in the year



WILMSLOW YOUTH

Wilmslow Youth is a charity working in close partnership with Wilmslow High School offering wellbeing support for 11-18's who live in and around Wilmslow.

Everything they offer is free-to-access, from their community Youth Café to their groups, workshops, and counselling services.



WHS WELLBEING HUB SUPPORT

COUNSELLING

One-to-one sessions with a BACP registered and qualified counsellor, for more complex emotional and mental health needs.

MENTORING

One-to-one solution-focussed work, designed to aid development of personal skills, coping strategies and resilience for students with emerging mental and emotional health issues.

GROUP SUPPORT

Supporting younger students with confidence, resilience, friendships and relationship issues, including some groups targeted at Year 7 students who are struggling with the adjustment to high school.

DROP-IN SESSIONS

Open access sessions to meet with a Wilmslow Youth counsellor or mentor during break or lunchtime.

OUT-OF SCHOOL SUPPORT

Wilmslow Youth provide a variety of free-to-access groups and services to young people and families outside of school hours, including:

Drop-In Youth Cafe - (Wednesdays, Thursdays & Fridays)

Wellbeing Groups - (Thursday Evenings)

Parents Counselling - (Friday Daytime)

Parental Support Groups & Courses - (Times Vary)



For more information visit:

WWW.WILMSLOWYOUTH.COM

hello@wilmslowyouth.com

Any support that you can provide

- Stationery
- Books
- Other
- Please use the Feedback Form to let us know





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