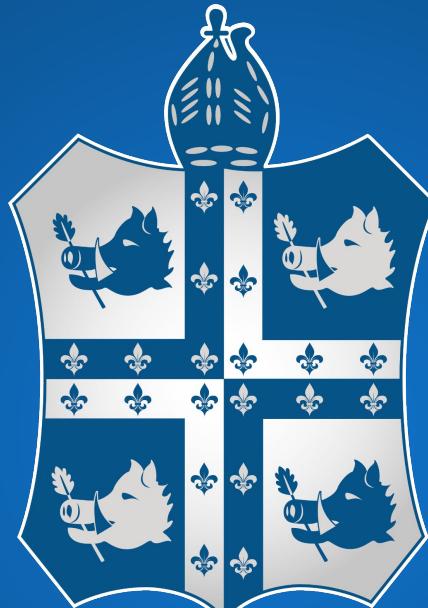




1557

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Tadcaster Grammar School

Be your best self



Welcome to our Year 11 Information Evening

Wednesday 21st January 2026

Welcome to the Year 11 Information Evening

- **Miss Claire Higginson** - Year 11 Leader
- **Mr Andy Sykes**- Senior Assistant Headteacher [SLT link to Year 11]
- **Ms Tracy Bull** - Year 11 Pastoral Leader
- **Mr Rob Power**- Curriculum Team Leader Mathematics
- **Mrs Jude Kaye**- Associate Assistant Headteacher
- **Mrs Charlotte Carson**- Curriculum Team Leader English (and year 11 form tutor)
- **Mr Phil Gomersal**- Curriculum Team Leader Science
- **Ms Katie Holmes**- KS4&5 Lead for Chemistry (Year 11 form tutor)
- **Helen Lawson**- CEIAG, Business and Community Links Manager

Plan for the evening:

Time	Session	Staff
5:30pm	Meet and greet, tea and coffee - opportunity to liaise with staff and parents, and gather resources.	All.
5:40pm	Key information and the Year 11 Revision Programme.	Miss Higginson
5:50pm	Essential Study Habits.	Mr Sykes
6:00pm- 7pm	Core Carousel- 'How to support my child with core revision'.	Mr Power & Mrs Stubbs (Maths) Mrs Kay (English) Mr Gomersal (Science).
7:05pm-7:15pm.	Closing remarks.	Miss Higginson

Miss Claire Higginson- Year 11 Leader



Tadcaster
Grammar School

Class of 2026!
Be your best self

SIXTH FORM
at Tadcaster Grammar School

Key dates:

Year 11 Mocks (wk 1 of 2) **Monday, 9 February 2026**

Year 11 Mocks (wk 2 of 2) **Monday, 23 February 2026**

Year 11 Report **March 2026** - Final report before
GCSE/KS4 exams begin.

(Easter Holidays- 28th March- 12th April)

GCSE Exams start- **Wednesday, 5th May 2026**

Year 11 Last Day Celebrations TBC.

(Half term 22nd May- 1st June)

Year 11 Prom- Monday, 29 June 2026- Evening
5:30pm-11pm

<u>Day-</u>	<u>Subject-</u>	<u>Venue and time-</u>
Monday	Science  (Invitation only)	Science 3:15pm-4:15pm
Tuesday	Maths  (open to all) <u>Past Papers Society</u>	ILC 3:15pm-4pm
Wednesday	'Work Out Wednesday'  Self study and subject specialists.	ILC 3:15pm-4pm
Thursday	English  (invitation only) English Revision Club (starting after half term) DT Workshop	Toulston 3.30pm-4.20pm ILC 3:15pm-4pm

Wednesday 28th January	TBU/CHI/ BJA	Business, German	3:10-4pm ILC
Wednesday 4th February	TBU/CHI/LBL/ JWK	History, Computing, Geography	3:10-4pm ILC
Wednesday 11th February	TBU/CHI/CYE	Health and Social Care, Art	3:10-4pm ILC
Wednesday 25th February	TBU/CHI/BJA/K PE/TAS/HRI	French, German, Health and Social, RPE, PE	3:10-4pm ILC
Wednesday 4th March	TBU/CHI/JHY	Geography, Business, DT, Hospitality and Catering and Food and Nutrition.	3:10-4pm ILC
Wednesday 11th March	TBU/CHI/TAS/ BJA	Art, RPE, German	3:10-4pm ILC
Wednesday 18th March	TBU/ BJA	Health and Social Care, German	3:10-4pm ILC
Wednesday 25th March	TBU/KPE/HRI	French, PE, Electronics.	3:10-4pm ILC
Wednesday 15th April	TBU/LBL/JWK	French, Geography, Business, History.	3:10-4pm ILC
Wednesday 22nd April	TBU	(Open to all subject specialist to drop in)	3:10-4pm ILC
Wednesday 29th April	TBU	(Open to all subject specialist to drop in)	3:10-4pm ILC

Year 11 Lunchtime Revision Schedule 2026

Day of the week:	Subject & Location:
Monday	English - T11 Art & Photography-L16,L18,L20
Tuesday	English - T11 French Tuesday -L7 Art & Photography-L16,L18,L20
Wednesday	English - T11 Geography-M7 Art & Photography-L16,L18,L20
Thursday	German-L3 Drama- M4 Art & Photography-L16,L18,L20
Friday	Computing-P25 Art & Photography-L16,L18,L20 GCSE PE theory- L1 DT- P18,P19,P26 RPE- (Invitation- Wk 2- S12)

One Stop Shop

Tadcaster Grammar School
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Parents Information Curriculum Safeguarding Joining TGS Sixth Form Contact

Chromebooks for Learning Scheme
Calendar & Events
Consent and Application Forms
Letters
Parent Pay
Pupil Premium
School Catering
Getting to School – School Transport
School Times & Term Dates
Uniform
Year Group Information

FUNDRAISING BY OUR COMMUNITY

Staff and students at TGS take pride in their involvement and support of organisations and charities within our community. Please click above to discover more about what they are currently involved in.

Please click above to discover more about what they are currently involved in.

introducing... **SCHOOLSHOP**

official **UNIFO**

Student celebrations by following our pages on INSTAGRAM & X!

www.school-shop.co.uk

be your best self



YEAR 7 INFORMATION

Click [here](#) for the Year 7 Information



YEAR 8 INFORMATION

Click [here](#) for the Year 8 Information



YEAR 9 INFORMATION

Click [here](#) for the Year 9 Information



YEAR 10 INFORMATION

Click [here](#) for the Year 10 Information



YEAR 11 INFORMATION

Click [here](#) for the Year 11 Information



YEAR 12 INFORMATION

Click [here](#) for the Year 12 Information



YEAR 13 INFORMATION

Click [here](#) for the Year 13 Information



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For our Key Stage 4 support material – including tips on how to revise – please [click here](#)



12 school weeks!

ATTENDANCE

100%

Best chance of success!

97%

6 days absence, 30 hours lost of learning.

95%

10 days absence, 50 hours lost of learning.

90%

19 days absence, 95 hours lost of learning.

15 weeks!

Mr Andy Sykes - Senior Assistant Headteacher

A Parental Perspective



“During GCSEs, parents discover they remember absolutely nothing... and teenagers discover this very quickly.”

Clear the Clutter



- A space to revise without distractions
- Organise subjects
- Phone out of reach and out of sight/sound

Establish a Routine



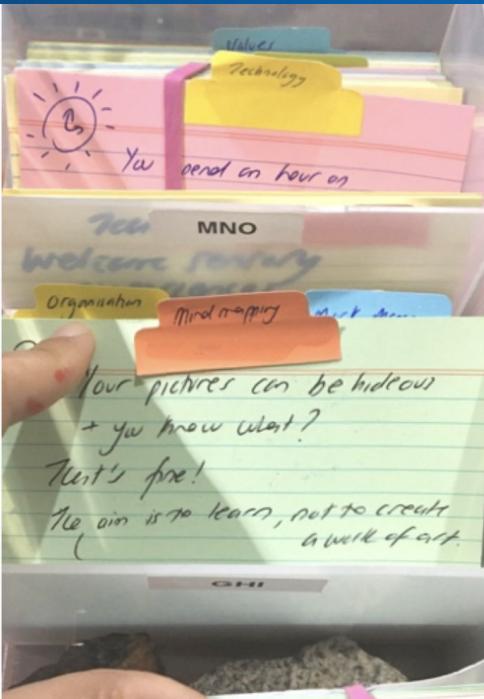
- **4pm - 10pm = 6 hours**
A minimum of 3×40 minute sessions;
break each one into 2×20 mins.
- **Something in the pot for all subjects but do prioritise**
- **Build in breaks and rewards**

Breaks and Rewards



- Create a healthy snack jar (or not).
- Don't stop them doing the things they love. Make sure you have some fun.
- Use the phone as the reward.

Interested and Available



- Sit down together to create a revision timetable. Put times on it. Stick to it
- Ask about what they have learnt; revise with your young person; test them on their flashcards or quizzes.
- Taxi!!!

What tasks work?

Independent Study Plan: Geography

How will I know which specific areas I need to work on? (my individual areas of weakness): to ensure that I am not revising what I already know.

You have Progress Plans for each of the GCSE topics, these can be used to RAG your K&U, red=don't know at all, amber = need to go over again and green = fully confident in this area.

You can also use the feedback you have received from your mock exams, end of topic tests as well as any marking your teacher has carried out of exam style questions to consider your areas for development.

Use the blank Knowledge Organisers to assess your K&U of all topics. If there are any sections you cannot fill in, then this is your starting point.

Once I know which area(s) to work on.... **What will be the BEST**

METHOD OF REVISION for my independent study time?

Use the One stop shop which includes vocabulary list, case study lists, case study notes and exam questions.

Use your Progress Plans - annotate your K&U with key concepts and ideas. Take each individual case study for each topic create a flash card with the main facts and figures that go along with the example.

Use the sample papers on AQA online to answer exam style questions on the areas you have highlighted.

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources>

Use the Google keyword and case study quizzes that are available via Google Classroom to test your K&U for each topic.

Use the blank Knowledge Organisers you have been given to test your understanding of all topics.

How can parents help?

Test your son/daughter on the case study flashcards that they have made, get them to be as specific and accurate as possible.

Look over the Google quizzes with your son/daughter - what words did they get wrong? Can they now look up the correct definition? Can they now give more specific information around their case studies?

Be the gatekeeper of the answers from the AQA papers. Get your son/daughter to mark them using the mark schemes so they can see what they are getting credit for. Encourage your son/daughter to also pass these marked answers to their class teacher for additional feedback.

+Option One

Create revision cards on key concepts and case study facts and figures. If needed use the completed case study factsheets on the One Stop Shop.

+Option Two

Complete practice exam questions from the exam paper section of the One Stop Shop or AQA online covering areas/styles of questions you have highlighted as a weakness.

If you are still struggling, then you **must** come and get additional help from your teacher. (I would recommend you do this anyway)

- **Doing tasks; tangible outcome. Practice questions.**

- **Little and often.**

- **Use the advice from each subject team.**

Some nuggets

- We had Macbeth quotes stuck on the fridge from January to June.
- House sessions or sleepovers with supportive friends
- Who doesn't love nice stationary?
 - Wipe board and pen
 - Highlighters
 - Blank flashcards
 - Folders/Box Files
 - An immense stationary stash

- Have a dedicated storage box or large reusable bag

Be Kind

Remember, an exam is just an exam, life is bigger than an exam.

Assure them that no matter what their results, you still love them and believe in them.

- “Book in” some fun activities, something to look forward to.
- Not panicking yourselves or showing **your** stress about **their** exams.
- Avoid comparison or being the competitive parent

A Parental Perspective

“GCSE revision is mostly about learning when to talk, when to feed them, and when to quietly leave the room.”

Core Carousel

Core Carousel

A

MATHS (Sixth Form)



ENGLISH (Toulston)



SCIENCE (Main Hall)

B

ENGLISH (Toulston)



SCIENCE (Main Hall)



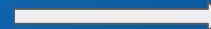
MATHS (Sixth Form)

C

SCIENCE (Main Hall)



MATHS (Sixth Form)



ENGLISH (Toulston)

SCIENCE

Top tips from SCIENCE



Name: _____ Total marks: 61 / 100

All students have a feedback sheet from their mock exams.

Focus on revising content related to the **red** and **amber** questions.

Red Question

Amber Question

Q	My Mark	Out of	Year Mean	RAG	what worked well / even better if...	Topic
1.1	2	2	1	G	Transformers/National Grid	P4/5
1.2	0	1	1	R	Mathematical: recall of the power equation: $P = I^2R$	P4/5
1.3	2	3	2	A	Mathematical: recall and rearranging of the power equation: $P = I^2R$	P4/5
1.4	1	1	1	G	Mathematical: using an equation on the equation sheet.	P4/5
1.5	2	3	3	A	Mathematical: recall and rearrange and equations on the equation sheet	P4/5

Use Knowledge Organisers

Use the Knowledge organisers on the One Stop Shop

Chapter 13: Electromagnetism 1

Knowledge organiser

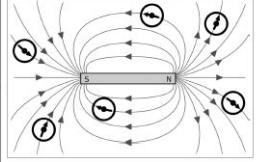
Magnets
Magnets have a _____ and a _____ pole.
When two magnets are brought close together, they exert a _____ force on each other.
Repulsion - If the poles are the _____ (N and N or S and S), they will repel each other.
Attraction - If the poles are (N and S or S and N), they will attract each other.
The force between a magnet and a magnetic material (iron, steel, cobalt, or nickel) is always _____.

Magnetic fields
A magnetic field is the _____.
A magnetic field can be represented by magnetic field _____.
Field lines show the _____ of the force that would act on a north pole at that point.
Field lines always point from the _____ pole of a magnet to its _____ pole.
A magnetic field's strength is _____ at the poles and decreases as _____ from the magnet increases.
The closer together the field lines are, the _____ the field.

Magnetic materials

Iron or steel objects, and some nickel and cobalt materials can be _____ or _____. Magnets made of steel tend to be more _____ as it does not lose its magnetism easily.
N-pole and S-pole can be identified by _____ a bar magnet, and using a second magnet to identify each pole.

Induced and permanent magnets
A permanent magnet produces its own _____ which is always there.
An induced magnet is an object that becomes _____ when it is placed in a magnetic field.
The force between an induced magnet and a permanent magnet is _____ attractive (it doesn't matter which pole of the permanent magnet the induced magnet is near).
If the induced magnet is removed from the magnetic field it will quickly _____ most or all of its magnetism.

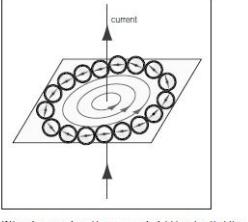
Plotting magnetic fields
A magnetic _____ contains a small bar magnet that will line up with magnetic field lines pointing from north to south.
A compass can be used to plot the magnetic field around a magnet or an _____.

If it is not near a magnet, a compass will line up with the Earth's _____ field, providing evidence that the Earth's core is magnetic.
As a compass points towards a south pole, the magnetic pole near the Earth's geographic North Pole is actually a south pole.



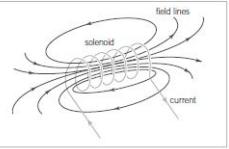
Electromagnetism
If an electric current flows through a _____ (or other conductor), it will produce a _____ around the wire.
The field strength increases:

-
-

Reversing the direction of the current reverses the direction of the field.

The field around a straight wire takes the shape of concentric circles at _____ to the wire.

If the wire was gripped by someone's right hand so that the thumb pointed in the direction of the current, the fingers would _____ in the direction of the magnetic field.

Solenoids
A solenoid is a _____ coil of wire.
Bending a current-carrying wire into a solenoid _____ the strength of the magnetic field produced.
The shape of the magnetic field around a solenoid is similar to a magnetic field around a _____.



Inside a solenoid the magnetic field is _____ and _____ which means it has the same _____ and direction at all points.

The strength of the magnetic field around a solenoid can be _____ by putting an iron core inside it.

If the wire was gripped by someone's right hand so that the fingers curl in the _____ of the current in the coil, the thumb will point towards the _____ of the field.
Electromagnets are often solenoids with an _____ core.

Advantages of electromagnets

-
-

Use past exam questions



- Available on the “One Stop Shop” in files with only 1 or 2 topics per file, **no need to download whole exam papers.**
- Have a go at a few questions
- Use the Knowledge organisers, the class textbook (On Kerboodle) or a revision guide to help you
- Mark the questions using the mark scheme and **add corrections**
- See your teacher for help with any questions or content that you still do not understand

Required practicals



- Resources available on the “One Stop Shop”
- 8-10 required practicals for each of Biology, Chemistry and Physics and we know some of these **WILL BE EXAMINED**.
- Make sure above all you know the **METHOD** for each practical
- There are videos, method sequencing tasks and a scaffolded structure type template (see next slide) available

Required Practical Method



Determine! (Find out the...)

- To determine _____ use this equation: _____.
- Measure _____ with a _____.
- Measure _____ with a _____.
- Repeat and take a mean to reduce random error.

IV DV CV! (How does this affect that?)

- The independent variable is _____.
- This will be changed by _____ and measured with a _____.
- Take repeat readings for five different values.
- The dependent variable is _____ and will be measured with a _____.
- Draw a graph with IV on the x-axis and DV on the y-axis.

MATHS

A cross-over, grade 5, 5 mark, mixed topic question

60 children go to a nursery.

The ratio of girls to boys is 3 : 2

The children go to the nursery either in the morning or in the afternoon.

$\frac{3}{4}$ of the children go to the nursery in the morning.

The rest of the children go to the nursery in the afternoon.

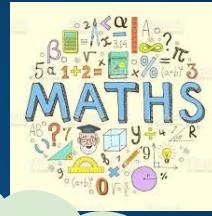
7 boys go to the nursery in the afternoon.

Work out how many girls go to the nursery in the morning.

Top Tips from Maths

Every student has received 3 traffic lighted reviews of their previous mock.

This is their best personalised revision list



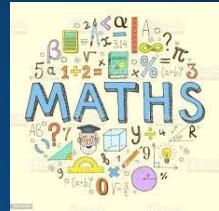
Topic	Score	Sparx Code
Using a written method to multiply decimals	1 / 1	U293
Dividing fractions	1 / 1	U544
Using a written method to divide with decimals	1 / 1	U868
Solving single inequalities	0 / 1	
Multiplying fractions, Converting between mixed numbers and improper fractions	1 / 1	
Angles on a line and about a point, Constructing and solving equations	3 / 3	
Finding prime numbers	3 / 3	
Share amounts in a given ratio, Find fractions of amounts without a calculator	4 / 4	
Prime factor decomposition	3 / 3	
Expanding single brackets	2 / 2	
Graphs of reciprocal functions	1 / 2	
Calculating the mean, Constructing and solving equations	5 / 5	
Venn diagrams with set notation	0 / 1	
Venn diagrams with set notation	0 / 1	U748
Venn diagrams with set notation	0 / 1	U748
Use standard form with positive indices, Use standard form with negative indices	1 / 1	U330, U534
Use standard form with positive indices, Use standard form with negative indices	1 / 2	U330, U534
Function machines with letters, Expanding single brackets	2 / 2	M428, U179

Everything green
they got
completely right

Everything orange
they got partly right -
these are where they
can pick up more
marks easily.
Revise these first

Everything red they got
completely wrong.
Start with the ones
earlier in the paper

Every student has received 3 traffic lighted reviews of their previous mock
 This is their best personalised revision list

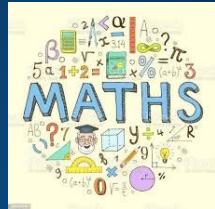


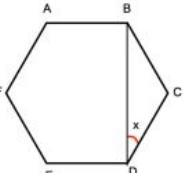
Topic	Score	Sparx Code	Average Score
Using a written method to multiply decimals	1 / 1	U293	0.7
Dividing fractions	1 / 1	U544	0.9
Using a written method to divide with decimals	1 / 1	U868	0.8
Solving single inequalities	0 / 1	U759	
Multiplying fractions, Converting between mixed numbers and improper fractions	1 / 1	U475, U692	0.5
Angles on a line and about a point, Constructing and solving equations	3 / 3	U390, U599	2.6
Finding prime numbers	3 / 3	U236	2.4
Share amounts in a given ratio, Find fractions of amounts without a calculator	4 / 4	U577, U881	2.5
Prime factor decomposition	3 / 3	U739	2.4
Expanding single brackets	2 / 2	U179	2.4
Graphs of reciprocal functions	1 / 2	U593	2.4
Calculating the mean, Constructing and solving equations	5 / 5	U291, U599	2.4
Venn diagrams with set notation	0 / 1	U748	2.4
Venn diagrams with set notation	0 / 1	U748	2.4
Venn diagrams with set notation	0 / 1	U748	2.4
Use standard form with positive indices, Use standard form with negative indices	1 / 1	U330, U534	2.4
Use standard form with positive indices, Use standard form with negative indices	1 / 2	U330, U534	2.4
Function machines with letters, Expanding single brackets	2 / 2	M428, U179	2.4

Each topic has the Sparx Independent Learning Code next to it - if every student spent 15-30 mins on each one of these they would make an massive improvement

For more general revision

Little and often is the best way to do Maths revision - there is a fantastic online resource from Corbett Maths called 5-a-days - there are 5 questions for EVERY day of the year (with answers) - <https://corbettmaths.com/5-a-day/gcse/>



5th February	Foundation Plus 5-a-day	Corbettmaths										
The table shows the ages of an under-21 rugby squad.	Find the mean age											
<table border="1"><thead><tr><th>Age</th><th>Frequency</th></tr></thead><tbody><tr><td>18</td><td>5</td></tr><tr><td>19</td><td>5</td></tr><tr><td>20</td><td>9</td></tr><tr><td>21</td><td>4</td></tr></tbody></table>	Age	Frequency	18	5	19	5	20	9	21	4		
Age	Frequency											
18	5											
19	5											
20	9											
21	4											
Harry rounds a number, y , to one decimal place. His answer is 3.2. Write down the error interval for y .												
Shown below is a regular hexagon ABCDEF. Calculate the size of angle BDC.												

5th February	Higher 5-a-day	Corbettmaths
	The smaller jug holds 500ml. How much does the larger jug hold?	
Shown are two similar jugs.		
Simplify $\frac{x^2 - 9}{5x^2 + 14x - 3}$		

The revision list for the Summer exams

Foundation topics - 1st half of paper

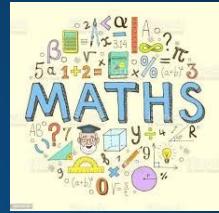
Crossover topics - 2nd half of paper

Number

Topic	Sparx Code	R	A	G	Links	Curriculum
Ordering positive integers	U600				Video	Questions
Ordering decimals	U435				Video	Questions
Ordering negative numbers	U947				Video	Questions
Adding and subtracting positive integers	U417				Video	Questions
Multiplying positive integers	U127				Video	Questions
Dividing positive integers	U453				Video	Questions
Adding and subtracting negative numbers	U742				Video	Questions
Multiplying and dividing negative numbers	U548				Multiply Divide	Questions
Adding and subtracting decimals	U478				Add Subtract	Questions
Multiplying and dividing with place value	U735					
Multiplying and dividing with decimals	U293, U868				Multiply Divide	Questions
Order of operations	U976				Video	Questions
Prime numbers	U236				Video	Questions
Factors, multiples	U211				Factors Multiples	Questions
HCF and LCM	U751, U529				HCF LCM	Questions
Powers and roots	U851				Video	Questions
Using standard form	U330, U534				Video	Questions
Equivalent fractions and simplifying fractions	U704, U646				Equivalent Simplify	Questions

This will be distributed after the second mock exams, packed with support videos and practice questions.

For the upcoming mock and beyond...



Every student was emailed the revision list for the next mock - it would be a good idea to cross reference this to their traffic lighted sheets to help focus their revision.

After this mock they will get the same detailed analysis and then a revision list for all the GCSE topics with useful links to revision resources

Home learning

Aside from independent preparation there will still be an expectation for ongoing weekly homework to be completed.

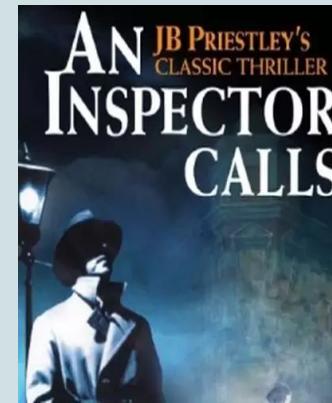
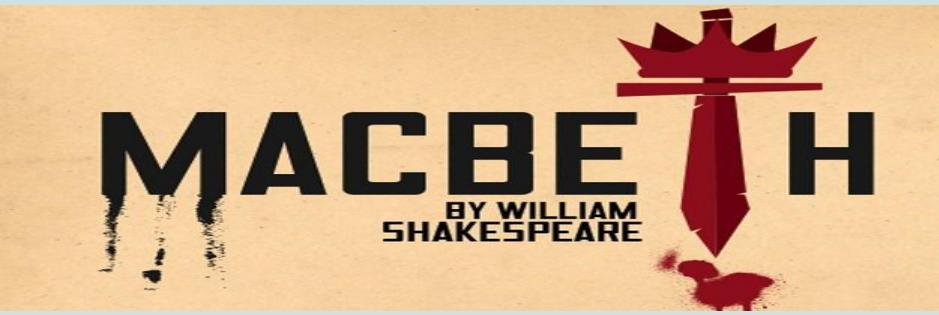
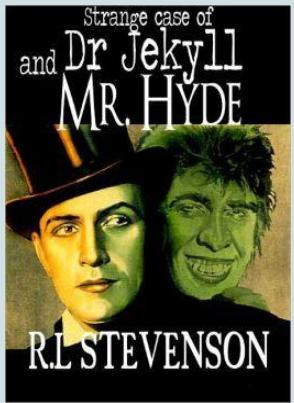
This will take the form of Sparx homework and/or Past Paper related

The answer to the question at the start is...

28



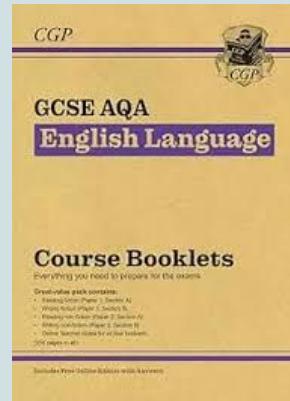
ENGLISH



Supporting your child in English as we head towards the final examinations.



MRS JUDE KAY, KEY STAGE 4 LEADER



What are students preparing for?

- **Two separate GCSEs** in English Language and English Literature – both AQA
- **Challenges:** managing the number of texts; remembering the demands and criteria for each paper/question; coping with time management in the exams.

GCSE English Language

Paper 1: Explorations in creative reading and writing

- **1 hour and 45 minutes (2 hours 11 mins with 25% extra time)**

- **Section A: Reading**

1 extract from a novel

4 questions assessing how they can unpick meanings, analyse language and structure; timings are essential here!

- **Section B: Writing to Describe/Narrate:** a picture stimulus is provided. This one question is worth **25% of the overall Language exam!**

Paper 2: Writers' Viewpoints and perspectives

- **1 hour and 45 minutes (2 hours 11 mins with 25% extra time)**

- **Section A: Reading**

2 non-fiction extracts (one 19th Century and one more modern)

4 questions assessing how they can unpick meanings, compare, analyse language and summarise; timings are essential here!

- **Section B: Writing to Argue, Persuade and Advise** - a specific form and topic will be given. As with Paper 1, this question is **worth 25% of the overall Language GCSE grade!**

GCSE English Literature

Paper 1: Shakespeare and the 19th-century novel

- 1 hour and 30 minutes (2 hours 11 mins with 25% extra time)
- **Section A: Shakespeare: *Macbeth***

1 extract from the play with a two part question on the extract and then linking to the wider play

- **Section B: *Dr Jekyll and Mr Hyde***

1 extract from the novel with a two part question on the extract and then linking to the wider novel

Paper 2: Modern texts and poetry

- 2 hours and 15 minutes (2 hours 48 mins with 25% extra time)
- **Section A: *An Inspector Calls***

Choice of 2 questions

- **Section B: Poetry Comparison**

One compulsory question comparing two poems from the anthology – one will be printed and they choose the second.

- **Section C: Unseen Poetry**

One essay response to an unseen poem

A second short question comparing two unseen poems

So as you can see there is a lot of content for all 4 exams that needs to be revised!

Students need to revise:

- The marks, minutes and skills needed to answer each question on both Language papers.
- The basic plot and characters for *Macbeth*, *Dr Jekyll & Mr Hyde* and *An Inspector Calls*.
- The basic ‘story’ of each *Power & Conflict* poem and which poems link together.
- Key quotes, relevant contexts, themes and the writers’ intentions for each text and poem.

What should revision centre around?

- Reading
- Revising
- Practising

Mythbusting:

**‘You can’t revise for
English’**

Reading

- Students need to know their set texts inside out: plot, characters, themes and ideas, relevant context and why the author wrote the text.
- They need to re-read their set texts: *An Inspector Calls, Dr Jekyll and Mr Hyde, Poetry – Power and Conflict, Macbeth*
- They need to read supporting material – revision guides, online revision
- Read other fiction and particularly non-fiction for GCSE English Language – newspaper articles (online is fine), diaries, blogs, travel writing, speeches

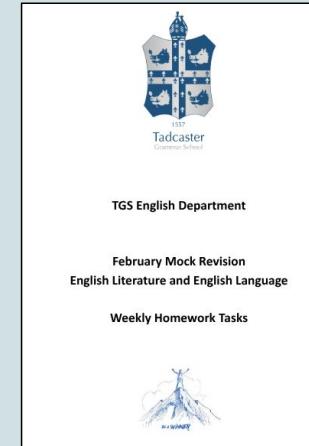
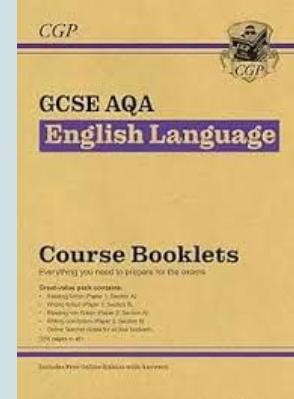
Revising

The common line is that you can't revise for English – not true!

- Learn key quotes and explode them
- Revision Guides: individual ones available for all key texts but there is also plenty of free material online: Seneca learning, BBC Bitesize, YouTube – Mr Bruff, Mr Salles (for students aiming for grade 7+)
- **Spider-diagrams/mindmaps** for themes, settings, characters, events, context, intentions
- Key quote **flashcards** (making them isn't the revision; using them is!)
- Review **targets** given on previous assessments and mocks and **act on them**.

Practising

- Use the CGP GCSE English Language Course Booklets (if bought) to practise responding to exam questions; do some in timed conditions.
- Use links shared by English teacher to full practice papers and ‘mini-mocks’
- Explore key quotes
- Plan responses to exam questions for Literature texts in timed conditions c. 5 minutes and for Language Q4s and 5s
- Complete timed essays on exam texts



Revision Traps – when students convince themselves they are revising but the impact is low

- Constantly re-reading the texts but not learning any key quotes.
- Writing lots of practice essays but not taking into account the targets they've been set to work on.
- Going back over things they feel comfortable with rather than focusing on the areas they are concerned about - to prevent this students will be provided with a **RAG** sheet so they can colour code the key areas of each exam and prioritise what to work on.
- Sitting at a desk for hours but spending half that time on their device (and not for revision purposes).
- Not talking to their teacher if, after revision, they have major concerns about topics.

Homework Schedule

- **5 Week Push** - Weekly revision homework workbook (all students have a paper copy and access to a digital copy) – planning and writing tasks to help put other revision e.g. quote flashcards, mind maps into practice.
- Each week's revision work will be set on their Google Classroom and Classcharts; the tasks are completed in the workbook so it can all be kept together and used for later revision as well.
- As this is revision and students should be using previous targets and work to support this, their teacher will check the work has been completed and to an appropriate standard but may only give verbal feedback.
- A further schedule will be shared with students (and parents) after the mocks in the run up to the final exams.
- After school revision club will start running again after the mock exams on Thursdays.

The revision homework should run **alongside other English revision** the students feel they need e.g. revising key quotations.



TGS English Department

February Mock Revision
English Literature and English Language

Weekly Homework Tasks



How can you help?

- Help create a revision timetable which includes short, active sessions, interleaving different subjects and plans in time to revise a text/topic and then put that revision into practice e.g. revising quotes for the theme of ambition in *Macbeth* and then planning and writing an answer.
- Help your child choose the best strategies to use for their revision - see booklet.
- Take their phone off them! They can have it back for their 10 minute break!
- Feed and water them!
- Quiz them on their killer quotes, the timings and questions of the language exams even if you don't have a clue what they are saying.
- If they say they don't know what they are doing, remind them they can go back to the lessons that have been taught via their Google Classroom and review them. They also have marked exams, assessments and practice questions with targets that will also help them focus on what they need to be doing.
- Time them if they are doing a practice question.
- If you are not sure what kind of questions to ask, take a look at some of the suggestions [here](#).

If you need further guidance...

- Contact your child's English teacher, Mrs Kay (KS4 English Leader) or Miss Carson (Curriculum Team Leader):
- j.kay@tgs.starmat.uk
- c.carson@tgs.starmat.uk

